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ABSTRACT

The purposes of this report are to assess the present N-9 school system in Nelson House (a Manitoba Cree Indian Reserve); to assess educational views held by teachers, administrators, and community members concerning the Nelson House school system; to recommend improvements for the present school system and plans for a new N-12 school; and to provide a basis for community discussion and involvement in education. Data were obtained from interviews, observation, and through examination of school documents. Twenty-six of 30 teachers provided information on educational goals, curriculum, instruction, special education, professional development, school organization, leadership, and their views on high school programs. Twenty-one community residents provided input on educational objectives, bilingual education, parental responsibility, satisfaction with the school, and changes since local control was implemented. The report is organized thematically in five sections: a brief history of education in Nelson House; information about the system of education, student achievement, and community opinions about education in Nelson House today; recommendations for the future of education in Nelson house; a schedule for implementation of recommendations; and appendices outlining approaches to teaching native studies in the elementary school, a curriculum for the new high school, and the mastery approach to teaching and learning. (NEC)

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EDUCATION IN NELSON HOUSE : A Report for Community Discussion

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EDUCATION IN NELSON HOUSE
NELSON HOUSE INDIAN RESERVE
NELSON HOUSE, MANITOBA
ROB 1AO
CANADA.

July 15, 1884

Mr. Alfred M. Linklater
Director
Nelson House Education Authority
Nelson House, Manitoba

Dear Mr. Linklater:

Please accept this document as the final report of our review of education in Nelson House.

The purposes of the report are fourfold:

1. to assess the present N-9 school system in Nelson House;

2. to assess the attitudes and views of education held by teachers, administrators and community members concerning the school system in Nelson House;

3. to make recommendations for the improvement of the present school system and offer suggestions for program planning in the proposed new N-12 school; and,

4. to report the findings and recommendations as a document for discussion by community residents in an effort to generate greater interest and involvement in education in Nelson House.

Data were obtained: from interviews with teachers, administrators, selected School Authority and Band Council members as well as a sampling of general community residents; by researchers' observations in classrooms, on the playground and by interacting with teachers and administrators while they were performing a variety of duties; through informal talks with members of other community agencies; and through an examination of selected Band and Education Authority documents.

Twenty-six of thirty teachers were formally interviewed and information was gathered from each on goals of education, curriculum, instruction, special education, professional development, school organization, leadership and their views on high school programs.

The principal assisted in developing a list of community residents to be interviewed. They represented

parents with children at different grade levels and were from Dog Point, Poplar Point, Bay Rd., and Metis Community. Questions asked of them dealt with their objectives in education, bilingual education, views on parental responsibility, satisfaction level with the school and positive and negative aspects of the changes since local control was implemented. Approximately twenty-one residents were interviewed fully while some others, due to committments, were interviewed partially.

These data, combined with observations by the researchers served as the basis for discussion, reflection and the preparation of the report with recommendations for change. Its primary purpose is to serve as a basis for community discussion. Its secondary purpose is to act as a guide for action by the Nelson House Education Authority.

We are prepared to assist you in any way we can with the implementation of the recommendations in this report and we thank you for giving us the opportunity to do this work.

J. Anthony Riffel

D. Bruce Sealey

CONTENTS

This report is organized thematically in five sections: a brief history of education in Nelson House, leading up to the need for this report; information about the system of education, student achievement, and community opinions about education in Nelson House today; our recommendations for the future of education in Nelson House; a schedule for the implementation of these recommendations; and appendices outlining approaches to teaching native studies in the elementary school, a curriculum for the new high school, and the mastery approach to teaching and learning.

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BEST COPY AVAILABLE

Long ago a Whiteman came from across the sea to our land. He spoke to our ancestor, who was sitting on a huge log.

"Move over," said the Whiteman.

Our ancestor moved over a little and the Whiteman sat on our log.

The Whiteman nudged him again and said, "Move over." The Indian moved over a little.

Soon the Whiteman repeated, "Move over." This happened again and again until our ancestor was pushed off the log. Then the Whiteman said, "The log is now mine."

Our ancestor took off his hat and respectfully asked, "May I sit on one small part of the log?"

"No," said the Whiteman, "I am using all of the log, but the stump of the tree is nearby. Why don't you sit on it?"

Since then the Crees have been sitting on the very small stump and hoping that the Whiteman would never want it.

There are many more people in Nelson House now than there were then. The stump is getting very crowded and it is no longer possible for everyone to make a living on the stump. Some people have to leave the community to make a living. Some will be able to make a living by doing those jobs White people presently do on the reserve. Some will make a living by working in the new jobs created by the economic development of the community.

All of this is very different from the past. Then, all people made their living and helped each other through fishing, trapping and hunting. Only at certain times did they all live together in the village. But their children were still educated and learned how to make a living. The boys learned this by working with their fathers as they fished, hunted and trapped. The girls learned to cook, sew, prepare meat, smoke fish and stretch furs by being with their mothers. Parents were the main teachers and children learned by observing and doing.

There was another teacher--the community. It taught the children: to know what was right and wrong and the customs of the people; to care for others and to share with others; and to be responsible citizens and do what was good for the group rather than helping only themselves.

As time passed the Whiteman insisted the community be

organized in a different way. Indian Affairs gradually took control of education and other aspects of community life. Everything had to be done its way.

Sometimes a community was lucky and had a person who saw the value of both old and new ways and tried to combine the two. Nelson House was lucky. For forty-two years (1928-1970) it had Roland Lauze who tried to keep the best of the old ways and helped children learn the best of the new ways. He helped them build bridges to cross over from the old ways to the new ways, while at the same time helping the students to respect and value both.

Why was Roland Lauze so successful? Apparently he believed there were certain basic things that every student should and could learn. He was strict and insisted that every student learn basic skills and knowledge. He also expected that the parents would cooperate by sending the children to school and helping them with their school work, if possible. Yet he respected the fact that in order to make a living some students had to follow their parents to the fish camps and traplines. While they were away he expected the parents to help the students as much as they could. Upon their return to school he helped students fit into the school program again. He never blamed the parents or students for he respected and valued the learning that went on while fishing, trapping and hunting.

In spite of Roland Lauze's success, the Indian Affairs Department slowly took more and more control of Indian Education. By the early 1970's parents and the community were shut out.

Then a change in attitude took place in Indian communities. Indian Affairs was failing to provide a good education and it was decided by the government, after pressure from Indian organizations, that control of education should be returned to the communities. In 1980 Nelson House once again took control of its education system.

1980, in a sense, was not the best time take over the school. Nelson House inherited a school system that did not produce many graduates. The school had burned down in 1979 and temporary buildings were used to house the students over a widespread area. Many parents had by this time developed the attitude that the education of the children was not their business. The needs of the community were quite different and the school system was not preparing students to direct and operate the new economic ventures planned for it. In addition, among those who went out to study in high schools there was a very high rate of failure.

Despite all this, Nelson House has the potential to operate an effective school. And it has been promised a new building by Indian Affairs. Nelson House has an oppor-

tunity to start afresh. The time has now come, therefore, for the parents and community to discuss a number of important questions concerning their school system and its future. Some of these are:

What are its strengths and weaknesses?

What goals should it have?

What programs should it offer?

How do we want our children instructed?

How can we offer the best instruction to those those who have special needs?

How should we organize our school system to achieve this?

How can we help our teachers to do their jobs better?

What role should parents and the community play in the school system?

The remainder of this report will examine these questions and suggest ways in which the community of Nelson House might plan for the future education of its young people. For in the final analysis, the future of its young people is the future of Nelson House.

The stump is not growing larger. Rather, in view of the rapidly increasing population it is, relatively speaking, growing smaller. A better education system will allow people to make the best possible use of the limited resources the stump contains.

Roland Lauze School provides educational services to students from the Nelson House Indian Reserve and the nearby Metis community. According to Band statistics, the total population on the reserve is 2,033, of which 777 are of school-going age. The population of the Metis community is approximately 118. The school enrols 78 Metis students. As of May, 1984, the total enrolment was 564 students.

Roland Lauze School is a N-9 institution. It employs twenty-seven teachers, one teacher-librarian, seven teacher-aides, six janitors, three truant officers, one school secretary, one vice-principal, and one principal.

The Nelson House Education Authority is the body charged with responsibility for education in Nelson House. It is structured like provincial school boards and consists of seven board members. Apart from the school staff it employs a Chairman, a Director of Education, a Maintenance Supervisor, an Home and School Co-ordinator, a Financial Comptroller, and a School Board Secretary.

BUILDINGS

In 1979, Roland Lauze School was destroyed by fire. The impact of this fire is still being felt today.

Students are presently housed in two different locations in the community. One area is adjacent to the old school site. It consists of two long classroom blocks

containing Nursery to grade 5 and one trailer which is used as a resource room and vice-principal's office. The second area is next to the gymnasium and consists of seven portable classroom units which house grades 6 to 9. Both areas have limited recreational opportunities for students.

Because the fire destroyed the offices in the school, it has been necessary to find temporary space for the school's administration and support staff. Such space has been provided in the building belonging to the Nelson House Education Authority. This same building also provides space for the school library and for the Home Economics classroom.

Administratively, the current arrangement of buildings is make-shift and inefficient. The greatest difficulty produced by this arrangement is that of communication. Both the principal and vice-principal are located in buildings away from the classrooms. Communication with staff is hampered by the location of the school office in the Education Authority building.

The location of the Home Economics room and the Library in the Education Authority building is not desirable. This is true for both, but most particularly for the library. If the library is to act as an effective resource in the educational program at Nelson House, it must be readily accessible to all students and teachers.

Although the current building situation at Nelson House gives rise to many problems which severely hamper the effectiveness of the school's administration, some things can be changed even before the construction of a new building. Extra effort must be made by all concerned to overcome problems of communication and isolation. Failure to do so will likely produce an unhealthy professional environment. This in turn could lead to reduced teacher motivation and instructional effectiveness.

CURRICULUM

The curriculum followed in the Roland Lauze School is essentially that of the Manitoba Department of Education. The variations that do exist in curriculum appear to be largely teacher-initiated. Such changes, however, do not appear to be coordinated among staff. Individual teachers implement modifications as they see fit. Reasons for this appear to center around one theme--that of language difficulties. A large number of teachers contend that an English language deficit exists which results in poor academic achievement. Many favor remedial instruction in English as a means of overcoming this deficit. As well, there appears to be a strong feeling that professional staff should be trained in English as a Second Language methodology in order to better assist

children with language difficulties.

Curriculum modifications appear to be related to material shortages as well. Teachers referred to a lack of resource personnel for language development, and to the lack of science equipment in the school. These shortages require teachers to alter programs in order to compensate.

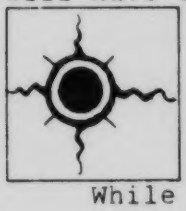
Modifications of the provincial curriculum made by teachers are not perceived as "watering down" course content. Although some feel that a reduction in standards is an inevitable consequence of such changes, most argue that their curriculum adaptations are designed to help students meet provincial norms more easily. However, teachers apparently are not overly concerned with the time-frame of the curriculum guides and are content to have students take longer to achieve performance levels set out in the guides. This in part accounts for the number of students who are age-grade decelerated. (See Table 1)

Because of the relative isolation of teachers from each other, there appears to be no concerted effort at establishing curriculum continuity. With teachers modifying the curriculum as they see fit and using their own timelines for skill mastery, children moving from one grade to another are not necessarily prepared for their new class. Attention must be given to making the overall school program more cohesive and integrated.

ACHIEVEMENT

Student achievement in Nelson House is low. Table 1 outlines the current age-grade deceleration that exists in Roland Lauze School. Table 1 shows that of a total enrolment of 570, 337 or 59 per cent are one or more years behind in school.

Canadian Achievement Test scores indicate that many students are performing well below national norms. Discussions with teachers support this. Extensive changes will have to be made if the situation is to improve.



COMMUNITY OPINIONS

While almost all people indicate that they want the children of the community to get an education, few seem to have any well developed concept of what education should be for the students. Many suggest that the teachers are the people who should make decisions about what should be taught in school. This appears to be natural enough if the community is isolated from the operations of the school. An early concern has to be with raising people's awareness about education. Activities and programs involving the community will have to educate community members with respect to what is happening in the school (educationally) and what possibilities exist for educational change.

Table 1

Roland Lauze School
Age-Grade Placement

	N	K	1	2	3	4	5	6	7	8	9
1979	39	1									
1978		44	1								
1977			58	1							
1976			17	21							
1975			8	18	21						
1974			6	9	24	4					
1973				1	12	17	16				
1972					10	7	16	8	2		
1971				1	4	5	17	12	12		
1970					1	7	9	8	7	5	
1969							11	17	5	9	5
1968								9	7	3	5
1967								3	8	7	8
1966									6	4	5
1965										4	
1964										2	
1963										1	1
1962											
1961					1						

Nevertheless, community members do hold a number of opinions about various aspects of education. The strong desire for children to be educated is linked to the belief that a good education will enhance the students' prospects for employment. Parents want their children to be employable and will support a school which has this goal.

Community members know that fewer employment opportunities are available today. Although many believe that an education will help students to get jobs, many community members realize that a good education is not a guarantee of a job. Because of this, there appears to be a good deal of interest in having elements of traditional Cree culture taught as part of the school program. It is felt that children should learn skills such as hunting, fishing, wilderness survival and outdoor cooking. If children are unable to obtain employment off the reserve, these skills would enable them to lead a productive life in the community. Although it may not be possible to support themselves entirely by these means, the feeling seems to be that traditional skills would, at least in part, enhance childrens' chances of future success.

Although there is a definite interest in having children learn traditional skills, community members appear to have mixed feelings about the place of Cree language in the school. Some say that it is unnecessary and undesirable to

incorporate Cree as part of the curriculum. These individuals feel that children can and will learn Cree at home. They also feel that it is important for children to devote as much time as possible to learning English because it is the economic language of the province. Others feel that Cree should be taught as part of the curriculum in amounts varying from twenty to fifty per cent of instructional time. Among these, there is some concern that the language of the community is being lost. The mixed views surrounding the question of language in the school may be a reflection of differing language patterns within the community. Care will have to be taken when making policy decisions with respect to the languages of instruction in the school.

For whatever reasons, community members feel discipline in the school is far too lenient. It will be necessary for the board, administration and staff to consult with the community and to re-examine the discipline policies of the school. By this means, it should be possible to more closely align practices in the school with community expectations. As well, this approach will provide an excellent opportunity to enlist the community's support of the school's efforts.

As might be expected, parents in Nelson House do not want to see their children move away for high school

training. As a result, they support the idea of having a high school on the reserve. However, they see such an institution as more than just a regular high school. To many, it is an opportunity to have adult education courses for members of the community at large. Courses which interest many of the residents are those of a vocational or upgrading nature. This is seen as a natural extension of the day program which parents feel must have a strong vocational component for its students.

Community members of Nelson House look forward to a new school in the community. Many have considered the community amenities that such a structure would bring. High on the list of priorities are an indoor skating arena, an indoor swimming pool and a playground. Although it is unclear which of these amenities would be provided by the new school, it is obvious that the community looks to the school for more than just education. Educators in Nelson House should capitalize on this opportunity to involve the community and to gather its support.

There is a longing in the heart of my people to reach out and grasp that which is needed for our survival. There is a longing among the young of my nation to secure for themselves and their people the skills that will provide them with a sense of worth and purpose. Their training will be much longer and more demanding than it was in olden days. The long years of study will demand more determination, separation from home and family will demand endurance. But they will emerge with their hand held forward, not to receive welfare, but to grasp the place in society that is rightly ours.

Chief Dan George, 1974

THE ROLE OF PARENTS IN COMMUNITY

Many people think of a school as the education system. That is incorrect. Education in a broad sense is all those experiences that make us what we are as adults. Education is received from the church, the hockey team, the fish camp, the trapline, the ball team, the friends we play with, our parents, our grandparents, other adults, the way the Mayor and Council or Chief and Council run the communities and numerous other things. One of those other things is the school. What we have then is a system of schooling within a system of education which, as in the past, must be seen as an integral part of the community.

System of Education

church sports teams trapline

Mayor & council Chief & Council

System of Schooling

parents grandparents friends

fish camps community attitudes

The school system is given the children at age 4 or 5 and usually finishes with them at age 18 or 19. If the education system and the school system support each other it is likely the school will be successful. If they do

not, the school will be ineffective.

To ensure this mutual support there are certain mutual responsibilities that must be carried out. For example: parents have a responsibility to send their children to school; teachers have a responsibility to offer interesting, worthwhile programs that will make children want to come to school; and students have a responsibility to attend regularly and work diligently.

Similarly, parents have a responsibility to support the discipline teachers must impose upon children; teachers have a responsibility to discipline children in order to establish reasonable conditions for teaching and learning; and students have a responsibility to behave in a manner respectful of their teachers and classmates.

We recommend that:

> community members, parents and teachers enter into discussion to draw up a list of mutual responsibilities for parents, teachers and students in regard to the school system and that the list be widely distributed.

GOALS

In the last fifty years, many changes have taken place in Nelson House. Hunting, trapping and fishing no longer support many families. Gardens can no longer be planted. The lake has been changed permanently by the diversion of the Churchill River. These and other changes were imposed on the people of Nelson House from the outside, by strangers to the land and the community.

In the next fifty years, many more changes will take place. It is important that future changes be determined by the people of the community. The purpose of education is to give people the skills and knowledge that will enable them to shape their future and to bring changes into harmony with their purposes.

To be effective a school requires a clear sense of direction from the community. Its purposes must be understood and supported by the community. Its goals must make clear what the community expects of students, teachers and administrators in the school.

Goals should involve more than keeping students in school and out of trouble. They should emphasize the best traditions in both Cree and non-Cree cultures, and the knowledge and skills that people need in order to obtain the social and economic benefits of Canadian society. And

the goals should be visible in all activities of the school --teaching, learning, administering and dealing with the community.

Table 2 is a list of possible goals for education in Nelson House. It is presented here to guide community members, parents, students, teachers and administrators in building a sense of direction for education in Nelson House and in constructing programs of teaching and learning intended to make those goals a reality. The list is a beginning point for discussions about what school should be expected to accomplish in Nelson House and whether people should carry out what they imply for teaching and learning in Roland Lauze School.

We recommend that:

> the Nelson House Education Authority, in consultation with the community, parents, students and teachers, establish clearly-stated goals for education in Nelson House;
>
> the Nelson House Education Authority communicate these goals to the community, students, and staff of the school; and
>
> the Nelson House Education Authority hold itself, staff and students accountable for the accomplishment of those goals.

TABLE 2

POSSIBLE GOALS FOR EDUCATION IN NELSON HOUSE

BASIC ACADEMIC GOALS

- Learn to read, write, and do basic arithmetic
- Learn to obtain ideas through reading and listening
- Learn to communicate ideas through writing and speaking

INTELLECTUAL GOALS

- Develop the ability to think rationally and to solve problems
- Acquire a fund of general knowledge
- Develop a desire for further learning
- Develop an understanding of change in society

VOCATIONAL GOALS

- Learn how to select and prepare for a suitable occupation
- Develop skills and knowledge for economic self-reliance
- Develop positive attitudes to work and pride in workmanship

COMMUNITY GOALS

- Learn to respect the rights of others
- Learn to cooperate with and care for others
- Learn to make a contribution to the community

CULTURAL GOALS

- Develop knowledge of Cree language and culture
- Develop knowledge of other cultures
- Develop respect for the right of others to seek and maintain their own identities

LANGUAGE

Schools have a special obligation to ensure that all students become skilled in the written and oral use of language. Those students who do not become skilled in the use of language will not succeed in school and are likely to experience disadvantages out of school as well.

Nearly all students in Nelson House enter school speaking both Cree and English. Cree is the first and dominant language of most students. The level of spoken English varies widely--some students speak it very well, whereas others can barely make themselves understood in English.

Because this variety exists in the community, the school needs to pay special attention to the problem of language. What should be the language or languages of instruction? What emphases should be given to Cree and English in the curriculum of the school?

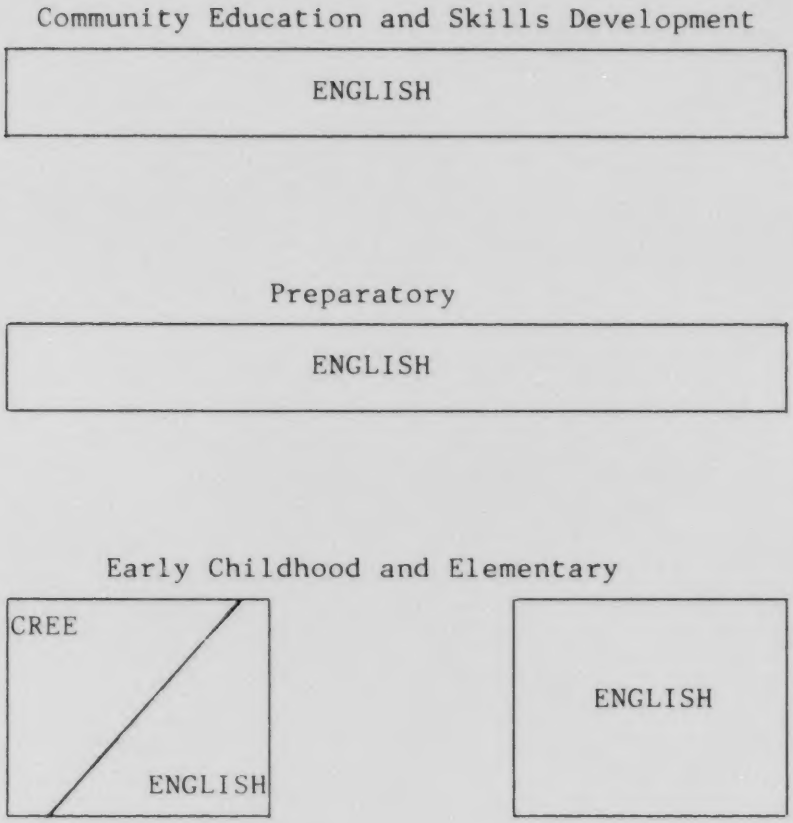
Because of the wide variation in language skill among the students who enter school in Nelson House, and because of the differing views of parents on which language should be used in school, we recommend that:

> the school establish a two-track system for the language of instruction in the elementary grades. The English-only track would be designed for students who speak English well when they enter school. The Cree-English shift track would be designed for those students whose skill in English is limited at the time they begin school. All instruction after grade 6 would be in English.

Figure 1

LANGUAGES OF INSTRUCTION

IN NELSON HOUSE SCHOOL



Track One:
Cree English
Shift

Track Two:
English Only

The programs would be the same. The only difference would be in the language of instruction.

The Cree-English shift program reflects our belief that instruction in Cree will help many students with both their general educational achievement and their later learning of English. This belief is explained through research in the following way:

1. learning English no longer threatens the students' identity, because the use of Cree in school gives them pride in their own cultural background and no longer threatens their self-concept;

2. the use of Cree in instruction builds on the language and intellectual skills the children bring to school. They are able to benefit immediately from instruction; they do not have to wait until they understand English before they benefit. Moreover, when English is introduced later in school, the children can make use of skills and ideas developed in Cree to learn English; and

3. using Cree in school increases the possibility that parents can help their children with school work.

One example which illustrates the benefits of such an approach is the Rock Point Navajo Language Program. The program was begun in 1971. Before it was started, students were two years behind U.S. norms in English by grade 6, despite extensive teaching of English as a second language. The new program used Navajo as the language of instruction from kindergarten to grade 2, and

continued its use through grade 6 for between fifty and twenty-five per cent of the time. English reading instruction was delayed until Navajo reading skills were established (grade 2). By the end of grade 6, students were achieving slightly above U.S. norms in reading English, despite much less instruction in English than before 1971.

We are of the opinion that many of the attendance and achievement problems that we observed in Nelson House are related to the premature use of English in the school and strongly recommend that the school include a language shift track for students who begin school with limited skill in the English language.

Certain conditions must exist in the community and school if the benefits of a language shift track are to be realized. These conditions include:

1. the presence of a long-term community and school commitment to a Cree-English program;

2. the availability of qualified bilingual teachers;

3. the creation of long-term plans and budgets to support program development and evaluation and the purchase and development of curriculum materials; and

4. the avoidance of rivalries in the use of language, especially in school. This will involve establishing a positive climate in the school and the in-service education of teachers.

ORGANIZATION OF THE CURRICULUM

The plan to build a new school gives Nelson House an opportunity to develop a new curriculum that meets its needs in a way that the old, largely provincial, curriculum did not. Those parts of the provincial curriculum that are of value, mainly arithmetic, reading, writing and science, should be retained. Other subjects should be modified; some slightly, some drastically.

Early Childhood Education

"To build a great house start with a great foundation"

To bring about the changes that will alter the picture shown in the previous section of this report, great efforts should be made in the earliest years and be phased in throughout the entire school system over a number of years. The best teachers in the school should be assigned to the Early Childhood area. They must be bilingual, compassionate, knowledgeable about the development of children, and excellent instructors. In these years the following should occur: the identification and remediation of physical needs and learning problems; the development of basic skills necessary to begin academic learning; the development of close school-parent relationships; the development of regular attendance habits; the development of attitudes and habits of caring and sharing; the

development of responsible habits about their personal belongings, as well as classroom and school property; and the development of respect for their teacher and the teaching staff.

We recommend that:

the principal devote considerable time and effort to ensuring that the Early Childhood program is of superior quality;

additional resources be allocated to the Early Childhood program to ensure a greater number and diversity of learning materials are available;

the Early Childhood program develop a book-, toy- and game-lending library so that every child has the opportunity to interact with such material at home as well as in the school; and

the Early Childhood Specialist in the Native Education Branch of the Department of Education be used to assist in the program and provide in-service education to the Nelson House staff.

Elementary Education (grades 1 to 6)

We understand that considerable improvement has been made in the elementary program over the past few years. There is room for much more.

In both the recommended English and Cree-English shift streams a basic organizational change should take place. Such an organizational change would make school more interesting and increase attendance.

The elementary program should be organized into three major areas of learning: skill subjects, discovery subjects, and expressive arts. Skill Subjects include

speaking, reading, writing, spelling and arithmetic. Here there are certain definite skills taught to children. These skills can be identified and communicated to pupils and parents. They are also easily tested for mastery. For example, in grade 1 arithmetic children are to know all the addition and subtraction facts for the numbers one to ten; they should, by the end of grade one, be able to get eighty per cent of them correct within ten minutes. It is student performance in these skill subjects that should form the basis for promotion.

Discovery Subjects include the social studies, science and health. Here the children discover aspects of their life. For example, in grade 1 social studies they study the roles of mother, father, sister, brother, and grandparents. If one child discovers or learns more about these roles than another child, what does it matter? If one child can identify ten birds and ten flowers in science and the other only five of each, what does it matter? They have gone through a discovery process that is important. There is no need to test children in these subjects.

Expressive Arts Subjects refer to music, art, physical education and drama. These are experiential subjects; the content learned and the degree of mastery should not be tested. What is important is that each student should undergo the experience.

We recommend that:

the principal exercise leadership in revising the curriculum for the school and with the teachers in each grade. What specific skills in each skill subject are necessary in each grade? What is the degree of mastery expected? In the discovery subjects, which things will be discovered in each grade? In the expressive arts subjects what experiences will each child have?

the staff and principal guard against the day being oriented only toward the skill subjects and ignoring the discovery and expressive arts subjects as being of less worth; and

the in-service week prior to school opening give reorganization of the curriculum priority, and that it be carefully planned and written as a group exercise to ensure that it is developmental and sequential.

The Preparatory School (grades 7 to 10)

Our data suggest that the present junior high school is plagued with poor attendance, a nigh drop out rate, low academic achievement and, on the part of many students, a view that school is a boring and frustrating place to be. For many students, to drop out and do nothing is preferable to attending school. Many teachers are frustrated with their jobs and lament the high drop out rate, poor attendance and disinterest in learning among too high a proportion of students.

In order to overcome, or at least modify, these attitudes we feel that a different organizational structure and a modified curriculum is required for grades 7 to 10. These grades should be transitional, exploratory, and as

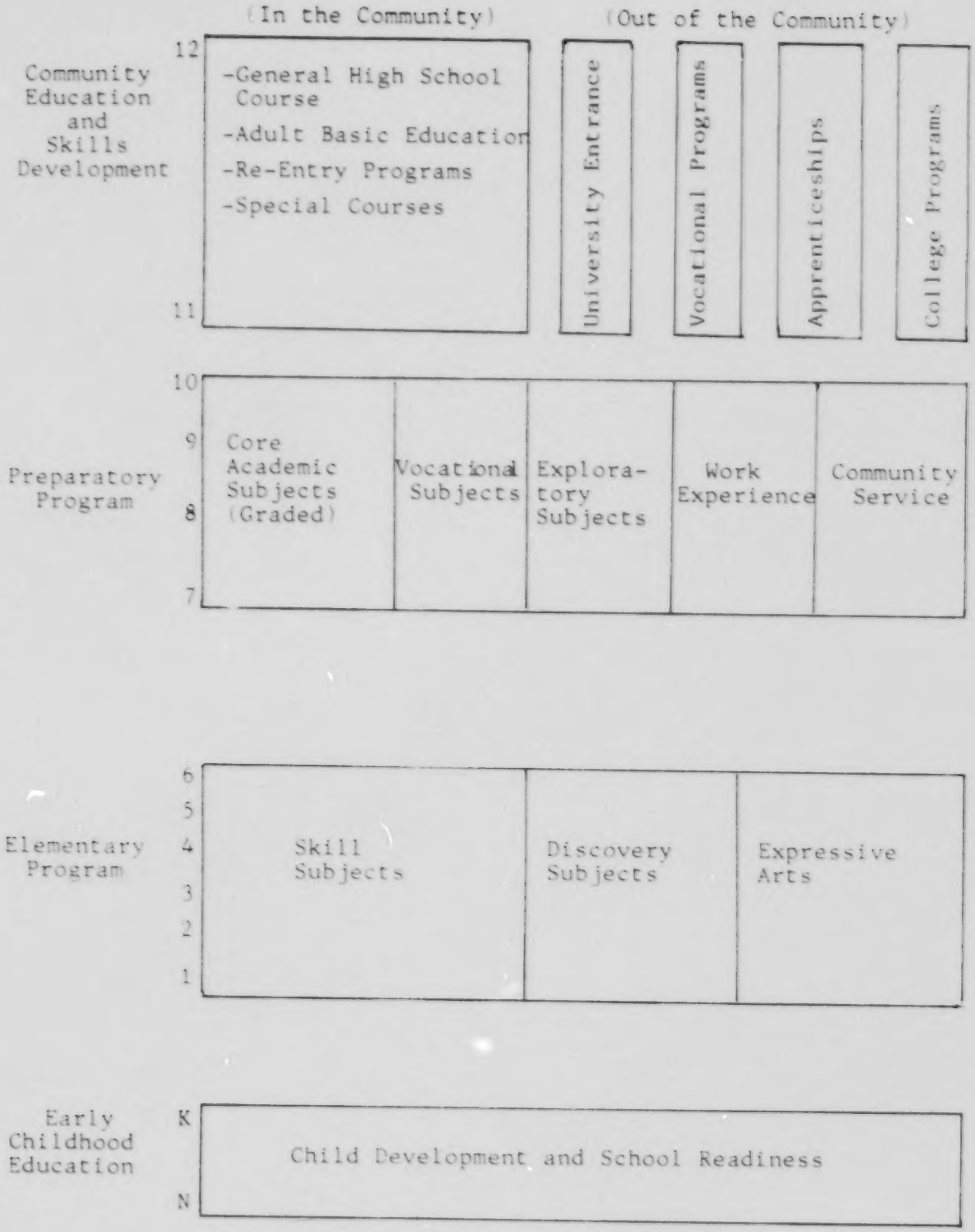
flexible as possible. They should be preparatory in that they allow children to have experiences which prepare them to make sensible choices as to further studies upon the completion of grade 10. To do this in a semi-isolated community like Nelson House is more difficult than in other communities where young people grow up with a multitude of possible models and numerous vocational opportunities to which they may aspire. The following model illustrates a suggested organizational model for the new school.

In this model the crucial period for readying students for advanced education or work is the Preparatory School. It must have a balance of (1) academic subjects, (2) vocational subjects, (3) exploratory subjects, (4) work experience, and (5) service to the community.

Work Experience

The problem of knowing what work is or of understanding what various occupations (other than fishing, trapping and cutting wood) demand of a person is a difficult problem to come to grips with in small, semi-isolated communities. Nevertheless it must be dealt with. The last years of the Preparatory School seem to be the place to handle work experience. The limited opportunities must be utilized. Administrative patterns and each occupation will determine whether it should be done as a block of time or 1/2 day a

Figure 2


(In the Community)
(Out of the Community)
Community Education and Skills Development
12
11
-General High School Course
-Adult Basic Education
-Re-Entry Programs
-Special Courses
University Entrance
Vocational Programs
Apprenticeships
College Programs
Preparatory Program
10
9
8
7
Core Academic Subjects (Graded)
Vocational Subjects
Exploratory Subjects
Work Experience
Community Service
Elementary Program
6
5
4
3
2
1
Skill Subjects
Discovery Subjects
Expressive Arts
Early Childhood Education
K
N
Child Development and School Readiness

Grade Seven	Comments
Mathematics Science English Social Studies	Academic core subjects are to follow the provincial curriculum. A greater emphasis on Native People should be woven into the Social Studies course.
Industrial Arts 1 Home Economics 1	
Physical Education	
Cree 1 (syllabics)	All grade seven subjects compulsory.

Grade Eight	Comments
Mathematics Science English Social Sstudies	Academic Core subjects. Compulsory.
Industrial Arts 2 Home Economics 2	Electives
Physical Education 2	Compulsory
Cree 2 (syllabics)	Elective

Grade Nine	Comments
Mathematics Science English Social Studies	Academic core subjects. Compulsory.
Industrial Arts 3 Home Economics 3	Electives
Cree 3 (syllabics)	Grade 10 credit should be given upon successful completion of three years of study of Cree.
Physical Education 3	Compulsory

Grade Ten	Comments
Mathematics 100 Science 100 English 100 Native Studies 100	Core compulsory subjects.
Home Economics 100 Industrial Arts 100 Physical Educ. 100	Electives open to grade ten students only.
Music 100 Art 100 Typing 100 Personal Life Skills	Electives offer 100 level standing but open to all students in the Preparatory School. Interest and suitability should be the criteria for admittance.
Work Experience Community Service	It is recommended that these be compulsory for all students during one of the four year course.

week over one term.

We recommend that:

> the Nelson House Education Authority implement a work experience plan for students.

Community Service

If, as stated by many parents, an objective they have for their children is that they grow up to be caring, sharing adults with a well developed sense of responsibility to the community, then we believe the curriculum of the school should support and nurture that objective.

We recommend that:

> under the direction and supervision of the school each student should enter into a form of community service for someone outside of his/her immediate family and with no monetary reward. This should be done in cooperation with the Child Care and Social Development Committees and could be church service, working with a youth group, being a Big Brother or Big Sister, personally assisting an older or ill person as a homemaker, and so on.

Community Education and Skills Development Centre

We believe that it would be wrong for Nelson House to implement a standard high school program in its new school. The enrolment, at least for the first few years, will be too limited to offer a full range of courses. The needs of the drop-outs and the adults in the community should also be served, but they must be dealt with in a different way than that generally used with teenagers. The programs of the high school must parallel needs of the community as

its economic development plan is implemented.

We recommend that:

> the organizational structure shown earlier be accepted in principle.

If the Preparatory School has been successful, most students will know the general direction they would like their lives to take. Some will want to try to enter the professions. They will have to leave the community to study in a school that has sufficient students to offer a university entrance course. Others will wish to enter directly into the work force. Some may wish to go directly into an apprenticeship or to lower level courses in a community college. Most, we suspect, will want to take general studies which will allow them the option of entering colleges in the technical fields or go directly into careers which usually demand a grade 12 (banks, nursing, civil service, television repair, electronics, pilot, and so on).

We recommend that:

> in grades 10 through 12 the provincial General Course be offered with as broad a range of electives as possible.

The CESDC should serve not only those students from grade 10 but also as a re-entry school for those who have dropped out. It should also offer an Adult Basic Education program. This often involves adults with very special

needs. Teachers need to know different methods of instruction and use different curriculum materials.

We recommend that:

> the Nelson House Education Authority and the Principal vist the Kirkness Learning Center in Winnipeg and make a study of its organizational structure, curricular materials and methods of instruction.

It makes good sense in any community, and particularly in a small community with limited resources, that there be the closest possible cooperation among the various agencies. The following scenario illustrates the point. The Economic Development Plan may call for the construction of a Senior Citizens' Home in 1988. It can be projected that the following permanent employment opportunities will exist: 1 general manager, 1 bookkeeper, 3 nurses, 3 nurses' aides, 4 cooks, 8 personal care workers, 1 recreation worker, 2 maintenance workers, and 3 cleaning staff. Some of these people will need to have specific skills that can be learned in a classroom. Others will need a certain basic educational level and training in a community college. And still others may need on-the-job training in a Senior Citizens' Home. Two or three years prior to the opening of the Home, planning should be done by the School, the Social Welfare Agency, the Economic Development Board and perhaps the Nursing Station. What skills are needed in each position? Who might be trained to fill the positions? Does the school need to run a general course to upgrade

these people? We can foresee many such instances where the school should be involved at an early stage and know in considerable detail what is planned and when.

We recommend that:

> the Nelson House Education Authority form an Information Board consisting of a representative of the Band Council, Metis Council and the Economic Development Board in order that the CESDC can plan its programs to more effectively serve the short and long range employment needs of the community.

Field Trips

Several teachers remarked, some rather bitterly, that many students attend school only when there are special social or festive occasions. That such things motivate attendance seems to us natural and, rather than being condemned, should be used as an aid to increase attendance, to improve discipline, to motivate students, and to make school an interesting place. We urge the staff, under the direction of the principal, to develop a series of social and physical activities that are integral parts of the curriculum for each year of the Preparatory School. In addition, efforts should be made to involve the classes in sports events with other communities.

We recommend that:

> field trips, social events and sports activities arise out of, and be related to, on-going activities in the school; and
>
> the financial costs of such activities should be funded largely by the education budget.

PROMOTING STUDENT LEARNING: EFFECTIVE INSTRUCTION

A major concern of this report is the improvement of student learning. Improved student learning is crucial to the well-being of the community of Nelson House.

The need for change is evident when one examines current student achievement. Student learning has not kept pace with changes in the community and Canadian Society. Test scores and school records show that far too many students achieve below acceptable skill levels. Many have not mastered basic educational and life skills. An excessive number fail at learning and drop out of school.

Most students are two or more years below what is expected for their age or grade level. Canadian Achievement Test scores show that the students in grades 4 through 9 are, on the average, performing at a level far below other Canadian students (the 24.6 percentile). While this test may be inappropriate, these scores are disturbing. Interviews with teachers provided us with a similar picture of student achievement. Failure seems to be an expected outcome of education at Roland Lauze School.

Yet, information that we gathered indicates that both teachers and parents want the children of Nelson House to succeed. What is needed to make this hope a reality is a common stratgey for teaching and learning.

We recommend:

the adoption of a teaching-learning system called Mastery Learning and Instruction.

Mastery learning and instruction procedures have been used in many communities and countries having very different social conditions. It is a system that states that under appropriate instructional conditions almost all students can and will learn well what is expected of them. Research has shown that in schools using mastery procedures eighty per cent of the students have mastered the basic objectives of the school's program. Not only did these students master expected skills, they performed at a level of excellence that only twenty per cent of the students performed at under previous instructional conditions.

Mastery learning and instruction will not solve all instructional and school problems. There will always be a small number of students who will need more than the typical school program can provide for them. For those students and the teachers responsible for their learning, there will be a need for quality special education and support services. But mastery learning and instruction procedures will greatly reduce the number of students that fail and the number needing special assistance.

THE CONDITIONS AND ACTIONS NEEDED FOR
MASTERY LEARNING AND INSTRUCTION

STAGE 1: DEVELOPING NEW ATTITUDES

A. About the value of education
B. About student ability to learn
C. About the ability of teachers to teach

STAGE 2: DECIDING WHAT TO TEACH

A. Establishing general educational goals
B. Developing specific learning activities
C. Deciding what mastery performance is
D. Developing test and task to measure student learning

STAGE 3: DECIDING HOW TO TEACH

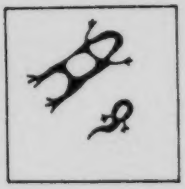
A. Planning small teaching units
B. Developing progress tests
C. Developing corrective teaching procedures

STAGE 4: TEACHING WITH MASTERY PROCEDURES

A. Teaching students about mastery learning and instruction
B. Teaching the mastery unit
C. Giving progress tests
D. Providing corrective help

STAGE 5: TESTING FOR MASTER, RECORDING MASTERY, AND REPORTING MASTERY

A. Giving the final test
B. Recording student mastery
C. Reporting student mastery



SUPPORTING CLASSROOM TEACHERS: SPECIAL EDUCATION AND SUPPORT SERVICES

In the past, many children experiencing problems in school were seen as special or not normal. These children were thought to be unable to learn in the regular school program. Many were kept at home and never received an education. Others were put in special schools or special classes where they were isolated from family and friends.

The system of special education that isolates students did not work very well. It tried to help these children learn and become productive members of society. The professionals working in the system meant well. They tried, but they had very little success. The children did not become productive members of society. They did not learn. They had few friends. Instead of getting better, most got worse.

But, special education services are beginning to change. Now special education and support services are seen as being an important part of the regular program. Their major task is to help all students to learn well and prevent them from being segregated into special classes or programs. This is called "mainstreaming" because it keeps children in the main flow of the school program.

The mainstreaming function of special education has been accepted by professionals throughout Canada and the

rest of the world because children are better off if they are taught in the regular classroom program. It has been found that they learn as much or more, academically and socially, in the regular program.

The accepted practice is that children are only removed from regular programming when the school can prove that they have made serious efforts that failed to help the child in the regular program. It is then the purpose of the special program to provide help that will get the child back into the regular program as soon as possible.

In order to accomplish its job of helping all children learn well special education performs three main duties:

1. testing and diagnosis;
2. assisting teachers and students through program development for use in the regular classroom; and
3. providing special instruction for certain students.

Resource teachers, special class teachers, and support personnel (e.g., psychologists) play a part in performing these main duties. Roland Lauze School has a resource program and some special class services. It does not have the services of other support personnel.

The Testing Program

At Roland Lauze School some testing is being done. The purpose of this testing, however, is not very clear. We were not sure if test results were being used to evaluate student progress or school programs. Good testing

programs have clearly stated purposes and goals. If this is not done, testing programs usually are a waste of resources and time.

Tests are usually used to evaluate total school programs, small group or individual programs, or students' progress. These evaluations are done in order to assist in the the development of better instruction for students. If they are only used to classify students for programs as good or bad, tests are of little use.

In order to select appropriate tests the use those tests will be put to must be clearly stated.

We recommend that:

> the first step to be taken in improving the testing program is to clearly state the purposes of that program.

We suggest that some of these purposes might be: to test the effectiveness of the general school program; to test the effectiveness of special programs provided for small groups or individual students; to diagnose exactly what skills students have and what skills they need to be taught; and to screen students for medical problems such as vision, hearing, and the like.

To have a good testing program a school must also have a clear statement of its educational goals and intructional objectives. As recommended earlier, the community and school will have to develop these. If this isn't done

tests might be selected that don't measure what the students have been taught.

The Canadian Achievement Test is being used by the school. It is difficult to determine if this test is suitable for the students or the school because of the school's lack of stated goals and objectives. This test is not appropriate for making decisions about individual students. At best, this test is a screening test. It might be used to determine major skill areas (e.g., reading) that need to be tested in greater depth.

We recommend that:

> once testing purposes, general educational goals, and specific instructional objectives have been developed, the school staff should carefully select tests that match these. Don't select tests because other schools use them and the test seems popular.

The nursing staff at the Medical Services Center indicated that they test for vision and hearing problems at school. This is done on an annual basis. Students needing further testing or treatment are referred to other professionals. The vision and hearing testing program seems adequate, but the school lacks good testing facilities. There are few or no other screening services available to the school. Children with speech, emotional, and other problems are being neglected. They have little chance of learning well.

We recommend that:

the school acquire other testing services on a contract basis or through a cooperative plan with other schools.

We also recommend that:

these other testing services do more than just classify students as having a problem or being a problem. These services should provide or assist in the provision of corrective programs for identified problems.

Finally, we found little evidence that parents were involved in the testing program. We were unable to find out if parents had to give permission before their students could be tested by special educators. There did not seem to be any reporting or explaining of test results to the parents.

We recommend that:

the school involve parents in the school testing program. The school should seek parental permission for special testing of students. Parents should be notified of test results and results should be explained to them.

Tests, if used wisely are a useful part of the educational program. The information derived from them helps produce better progams. The unwise use of tests can cause students great harm.

The Resource Teacher Program

Roland Lauze School has two resource teachers. One provides services for grades 1 to 3 and the other for grades 4 to 6. The school should be commended for attempting to provide resource teacher services. The program,

however, has a number of problems that cause it to provide inadequate services.

One factor causing problems for the resource teacher program is that there are no descriptions of its goals or the services it provides. Also, the resource teachers have no job descriptions. Because of this, there seems to be confusion on the part of the classroom teachers and the resource teachers. They do not seem to know which students should receive service or what form the service should take. This confusion causes the program to not be as effective as it should be.

We recommend that:

> the school administrators, classroom teachers, and resource teachers develop a resource service model, job descriptions for the resource teachers, and a set of goals for the resource program. We suggest that a consultant be used to assist in this development. (The Manitoba Indian Education Association should be able to provide the services of a consultant.)

During this development process the following features of quality resource teacher programs should be taken into consideration.

1. All teachers must understand that there are specific things they will have to do if the program is to work. They will have to cooperate and consult with each other or better programs will not develop.

This does not seem to be happening in the Roland

Lauze program. There is little time for teachers to talk with each other about instructional problems. This is caused by the fact that each of the resource teachers works with over forty students a week. This is far too many students. Quality testing and program development can't be done.

2. Successful resource teacher programs work with teachers to promote student learning and instruction. Whenever possible, students' programs are provided in the regular classroom by the classroom teacher. Problems should be corrected where they happen.

Only after the resource teacher and the classroom teacher have been unable to provide for the student in the classroom should the student be taken out of the classroom.

One of the problems with the present resource teacher program is that all students receive corrective instruction out of the regular classroom. There is no attempt to correct instructional problems or prevent future problems. This practice must stop. Most problems can and should be solved by the classroom teachers.

3. Resource teacher programs that work well have formal procedures a teacher must follow in requesting help. Typically, they have a form that must be filled out. They also require that teachers be very specific about the prob-

lem. Teachers must provide examples of the work the students are having trouble with. This helps the resource teacher to provide better assistance. Problems can be pinpointed and corrected quickly.

At Roland Lauze School, there are no formal referral procedures. There is little discussion of the students' problems and the resource teachers have difficulty in accurately pin-pointing the problem. This wastes time and effort.

Because specific needs aren't established, it is difficult to know when a problem has been solved. It is likely that many students are kept in the resource program long after the problem has been solved. This is one reason there are so many students being seen by the resource teachers. Many do not seem to get out of the program.

4. Any program that attempts to solve problems should observe the problem where it happens. It should look at all things that might be causing a problem. If resource teachers are to help children succeed in the regular program they must observe children in regular classrooms. If they don't, they will be unable to develop programs that will work in regular classrooms.

Programs that don't observe students in the classroom tend to blame the students for not learning. They fix students, not problems. They try to make all students

behave the same way. In such programs, teachers don't learn better ways to teach or how to prevent problems. There will always be students who don't learn unless we learn how to meet individual needs.

The resource teachers at Roland Lauze School don't do observations. They see a need for it, but don't have the time or support to do observations. They feel this is one of the reasons they are unable to provide assistance that prevents problems. It is also a reason why they are unable to develop good programs for use in the regular classroom.

5. Successful resource teachers find out exactly what the teacher expects the student to know. Because of this they are able to use tests that measure exactly what the student is expected to know. Resource teachers are then able to see exactly what the student can or can't do. This helps to correct problems quickly because the assistance provided is more likely to be on target.

The resource teachers at Roland Lauze School are unable to use accurate tests because they don't know exactly what the teachers expect the students to know. Also, they don't have the time to do good testing or careful analysis of students' work. It appears that students are given the same tests no matter what the problem is.

Test results were not being used to see if the

students were receiving effective help. There did not appear to be any evidence of whether or not their assistance was helping students learn well. Without such evidence they would be unable to change programs that weren't working.

6. Effective resource teacher programs have written descriptions of what they do and how they do it. In such programs, administrators make sure that all teachers know about the program. They also make sure that parents and students know about the program. Good programs are supported by the school administration, with teachers, the parents, and the students.

There are no written descriptions of the Roland Lauze resource teacher program. There is confusion about how it works and what it is to accomplish. This causes it to not work well.

7. Resource teacher programs must be staffed by qualified resource teachers and these teachers should be provided with in-service training that keeps them up to date with new practices.

One resource teacher at Roland Lauze School has partially completed the Manitoba qualifications and the other has her Special Education qualifications from Ontario.

The resource teachers have not had recent upgrading of their skills. Many new procedures and techniques have

been developed. Efforts should be made to provide additional training for the resource teachers.

8. Finally, resource teacher services should be made available to students at all grade levels. At present, students in grades 7 to 9 receive little or no help.

An additional resource teacher will be required to assure that students at all grade levels can get resource teacher help.

We recommend that:

> the special class be done away with and that position be used to staff the resource teacher program.

This year efforts were made to increase supplies and materials for the resource teacher program. Money was set aside for this specific purpose. There was no indication, however, that funds were provided for this purpose each year. Purchasing current materials must be done each year rather than just once in a while.

We recommend that:

> there be an annual plan of work and budget for this program.

The Special Education Class

Segregated special education classes should be used only for students who have been identified as having serious handicapping conditions. Students placed in these classrooms should have received a thorough diagnostic assessment.

In our opinion, all of the students regularly attending the special class do not need a segregated placement. We saw no specialized material in use or the need for such materials. The students were being taught a "watered-down" regular program. They should be being taught in regular classrooms.

We could find no evidence that thorough testing had been done in order to determine student needs. Placement in this class seemed to be based on teacher opinion. The special class teacher felt a number of students were placed in the class because they were seen as behavior problems. Others were felt to be academically behind.

This class seems to have no clear purpose. The students are receiving group instruction. Instruction aimed at individual needs was not apparent. This is understandable, as little diagnosis had been done. This class has no criteria for entrance into it and none for getting out of it. It is likely to become a trap for those students placed in it.

We recommend that:

> this class be discontinued and the students placed in the regular program with age and skill appropriate peers.

STUDENT LEARNING: LIFE-STYLE NEEDS

Many families at Nelson House spend long periods of time working hard on traplines, at fish camps and other such jobs. They are productive members of the community.

The children of these families are needed to work at these jobs. They miss many days of school because of this and it causes them to fall behind. They have a difficult time catching up when they return to school. We feel that the school must make a serious attempt to provide for these students.

We understand that the resource teachers at the school might be able to provide some assistance. The resource teacher program, however, is already providing services for more children than the teachers can adequately deal with. We feel that additional steps must be taken.

We recommend:

> the addition of two classrooms, one for primary students (grades 1 to 3) and the other for intermediate students (grades 4 to 6) who miss school because they must be away from the community for long periods.

This approach to the problem will allow teachers to provide individual help to those students missing school because of family life-style. This might allow the teacher to provide more intensive assistance to the students. It might help the students to catch up more quickly.

We suggest that such classrooms be used only for students whose family life-style (trapping, fishing, etc.) has caused the problem. The school should avoid placing other students having problems in this class.

The individualized classroom should place these students back into the regular classes as soon as they have caught up to the lowest students in those classes. The school must make certain that these classes do not become traps that students never escape from.

Steps will have to be taken to make sure that these classes are not seen as places where bad or poor students are taught. Unless the school makes certain of this any student placed in these classes will be seen as not smart or bad. This must be avoided at all costs.

The use of the mastery learning and instruction approach to teaching discusses earlier will help make this class work more successfully. It does so because it helps teachers keep track of what students have and have not learned. This will help the teachers make better decisions about what they must teach the children. Better decisions about what to teach will allow these students to catch up faster.

We also recommend:

> that the school develop materials that students may take with them when they go with their families to traplines, fishing camps, etc.

We know that there is often no electricity at these camps and that the children spend a lot of time working. The materials developed, therefore, would have to take this into consideration. Even taking some books along to read would help.

The parents in these families have to understand that their children fall behind because they miss school. The parents must also do something to help their children learn while they are away from school. Making sure that the children have some time to study the materials the school provides will help.

We feel this is an important area of concern. If something isn't done, traditional family life styles will disappear. Some of the more industrious members of the community will be penalized because of their industry.

ATTENDANCE AND DISCIPLINE

Most adults in Nelson House remember certain things about their experience in school. They remember going to school almost every day. They remember strict discipline and being "made to learn." They remember festivals, sports days and field trips. And they remember with affection teachers such as Roland Lauze - teachers who were strict, cared for children and the community, and taught them much.

Unfortunately, many members of the community see these things as missing from school today. Among the parents we talked to, all mentioned the need for stricter discipline in the school.

We observed many problems with attendance and discipline in the school. There are about 750 school-aged children in Nelson House: of these about 250 attend school all the time; another 100 miss school regularly because they go with their parents to traplines or fish camps; 150 attend school occasionally; and nearly 250 seldom attend school at all.

Discipline in the school is lax. Recesses are supposed to be fifteen minutes long; sometimes they are stretched to thirty or forty-five minutes. Children are sometimes disrespectful to teachers, swearing at them or even fighting with them.

With the exception of those children who go with

their parents to a trapline or a fish camp, these problems of attendance and discipline are very serious. They take away time from teaching and learning. A teacher who does not have the respect of students cannot teach them anything worthwhile. Disruptive students interfere with the learning of those who want to do well in school.

All of these things can be prevented. It will take concerted action by the community, parents, administrators, truant officers, teachers and students. The community must expect all school-aged children to be in school. Parents must send their children to school every day. Teachers must conduct their classes in such a way that children want to come to school and to learn and behave properly when they are there. Administrators and truant officers must gain community support for teachers and must support teachers themselves. And students must accept responsibility for their own behavior.

Attendance and discipline in school will improve only if all of these things happen. One group alone, working without the support of the others, will be able to do little to improve the situation.

We recommend that:

> the community, through the Band Council, require parents to send their children to school. Those parents who refuse to send their children to school might be penalized in some way. One possibility is to reduce social assistance payments;

> the Nelson House Education Authority develop special individualized learning programs for those students who go with their parents to traplines or fish camps;
>
> the Nelson House Education Authority develop and enforce policies on school discipline and attendance;
>
> the Nelson House Education Authority offer workshops on discipline and classroom management for teachers and hold teachers and administrators accountable for discipline in the school;
>
> the Nelson house Education Authority work with the student council of the school on policies and incentives for improving student behavior in the school. One possibility is to establish a budget for repairs due to student vandalism and to give students those funds which do not have to be used for repairs.

In all of this it should be noted that we do not advocate a system of discipline that is punitive or that involves corporal punishment. Our objectives are to ensure that children attend school regularly and that they have an orderly and pleasant environment in which to do their work.

ORGANIZING THE SCHOOL SYSTEM OF NELSON HOUSE

We believe that the educational system of Nelson House (which includes the community, parents, students and the staff of Roland Lauze School) has the potential to be highly effective. Many parents have high hopes for the education of their children and see education as the key to the future of their children and the community. Some students are serious about their studies and want to do well. Many teachers are dedicated to their work and are skillful in the classroom.

Making this potential a reality should be the first priority for the Education Authority. The tables and diagram on the following pages illustrate what is involved.

Everyone must understand that many people and groups are responsible for making a school effective. Teachers and administrators are responsible for matters such as curriculum, quality of teaching, pupil promotion policy, special services, materials and resources, etc. Parents are responsible for emphasizing attendance and achievement and supporting their children's work. Students are responsible for their attendance, their effort at school and the help they give each other with school work. Little will be accomplished unless all of these groups accept their responsibilities and hold themselves and other ac-

Figure 3

HOW THE PARTS OF AN EDUCATIONAL SYSTEM
WORK TOGETHER TO PRODUCE ACHIEVEMENT

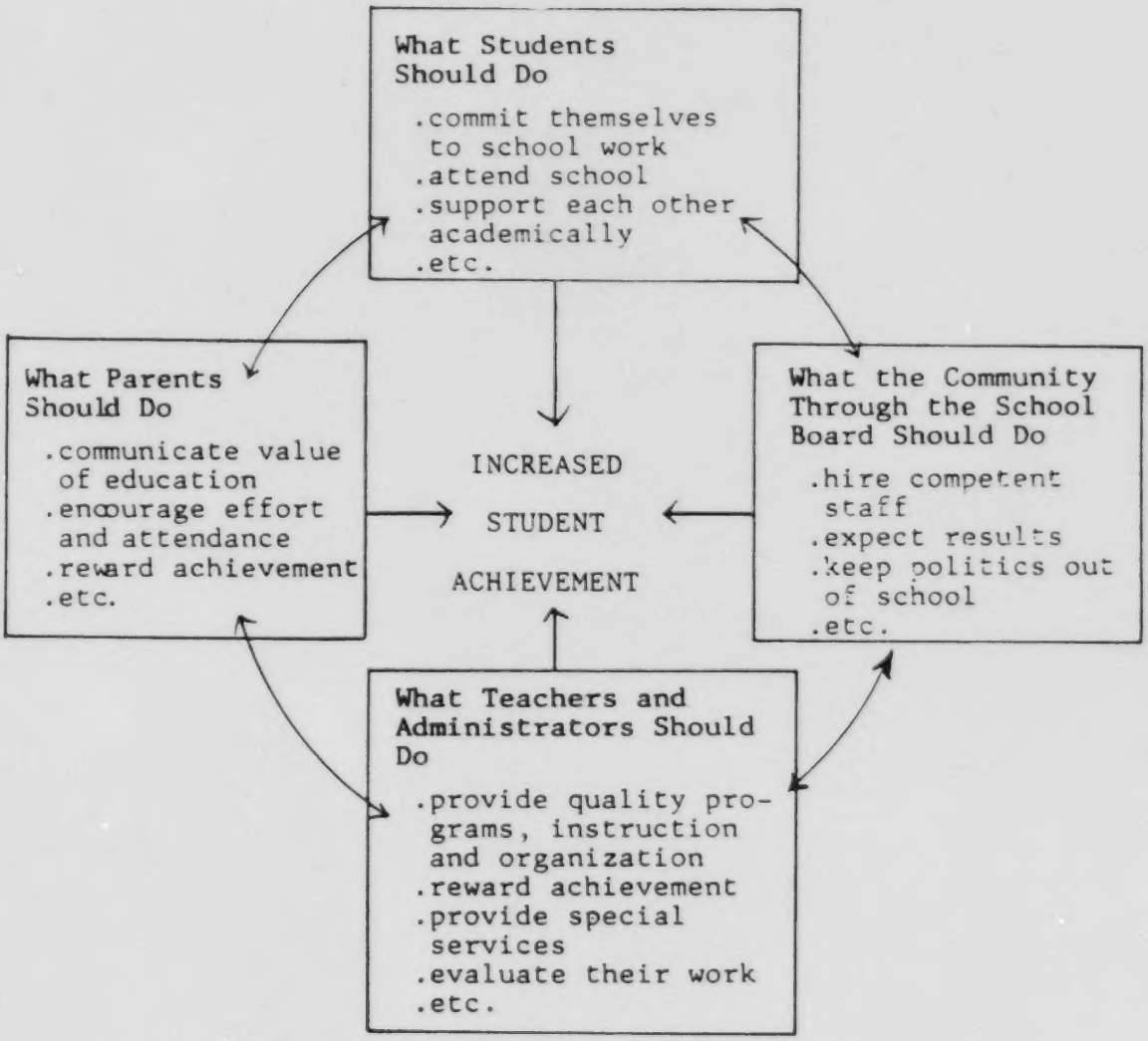


Table 3

SOME CHARACTERISTICS OF EFFECTIVE SCHOOLS

Effective schools have clearly stated goals and emphasize the mastery of basic skills.

Staff and students of effective schools believe that all students can master basic skills.

People in effective schools do not make excuses. They assume responsibility for teaching and learning and are committed to achievement.

Effective schools have mechanisms for the regular monitoring of student achievement.

Effective schools have an atmosphere that is orderly and pleasant, conducive to the business at hand.

Principals of effective schools are assertive leaders who have a clear vision of what the school is to accomplish.

Teachers in effective schools are not complacent and are continually involved in their own development.

Effective schools operate in a "business-like" manner. Classes begin on time and run their full length. Praise is given for work well done. Good student work is displayed. Adminsitrators lead the school, but consult with teachers.

Effective schools have many and regular contacts with parents, usually aimed at getting parental support for education and the assistance of parents in the education of their children.

Effective schools are coherent wholes. All aspects of the school function harmoniously, with ways of doing things that are consistent throughout the school and that have the general support of staff and students.

TABLE 4

WHAT PEOPLE IN EFFECTIVE SCHOOLS DO

PEOPLE SET AND PURSUE GOALS
Set clear goals
Emphasize achievement and develop performance standards
Show optimism about the ability of students to reach goals
PEOPLE WORK TOGETHER
Become actively involved in decision making
Secure support for their shared goals
Know community power structures and maintain good relations with all segments of the community
PEOPLE COORDINATE THEIR EFFORTS
Devote time to coordination
Share experience about what works
Coordinate school-wide procedures for the placement and promotion of students
HUMAN RELATIONS
Help each other achieve their performance goals
Acknowledge the good work of each other

complish.

The Education Authority and its staff have some special responsibilities. The major function of the Authority is the setting of purposes and goals for the school system under its control. As representatives of the community, the Authority has the responsibility to translate the community's wishes with regard to education into a statement of goals giving direction to the school system.

The major function of the staff is to make the system work effectively. They are responsible for translating goals into educational programs, for teaching effectively, and for making the best educational uses of the resources the Authority has allocated to them.

Finally, it should be recognized that the task of increasing the effectiveness of Roland Lauze School is complex. It will require energetic leadership, commitment by all concerned, cooperation, and time.

We recommend that:

> the Nelson House Education Authority consider the material in this section of the report and use it as a basis for the development of the school system in Nelson House;
>
> the Nelson House Education Authority prepare a written policy manual for the direction of education in Nelson House;
>
> the complete manual be made available to all members and staff of the Authority;

the manual pay particular attention to:

1. the goals of education in Nelson House
2. the curriculum of the school
3. the functions of the Education Authority
4. attendance policy
5. expectation for student achievement and promotion policy
6. personnel selection, development and evaluation
7. job descriptions for personnel
8. the management of the school, including the length of the school year and school day, and the management of student records;

all people with a role in education be required to act according to the spirit of the policies as they are developed; and

the policy manual be updated every three years and as the need arises.

REPORTING TO PARENTS

At the present time, the staff of the school are working hard to improve their system of reporting to parents. Teachers are making efforts to meet with parents in their homes; parents are invited to the school at least twice a year to discuss the progress of their children.

In our opinion this is important work; it must be continued and strengthened. Reporting to parents should be seen as having two educational roles for parents and students: informing parents about the goals of the school and about how well their children are doing; and advising parents and children on what they can do to increase achievement in school.

We recommend that:

the school staff visit parents at least three times each year to provide a written and spoken report on the progress of the children; and

the Nelson House Education Authority develop a number of activities for parents which will give parents information on the school teaches in each grade and on what parents can do to help students to do well in school.

THE ROLES OF THE DIRECTOR AND THE PRINCIPAL

The administrators employed by the Education Authority have a number of important roles to play in the development of a strong educational system in Nelson House. Both the Director and the Principal of the school should be leaders, responsible for running the school and seeing to it that philosophies with regard to education are carried out and that goals are achieved. They should be active, involved in the school and community, and accepting of responsibility.

The administrators should be responsible for creating an orderly and friendly climate in the system. In an effective school there are friendship and rules and guidelines. Teachers and students should be expected to know and follow the guidelines.

Administrators must expect good results. Teachers and students can be expected to achieve better results when administrators have confidence in their teaching and learning abilities.

Administrators must insist upon regular staff and student evaluation. Successful teaching and learning require that students and teachers know where they are heading and that they find out how far they have progressed.

Administrators must consult with the community and the staff and students of the school. Leadership is much more

than just telling people what they must do. It also means finding out what they want to do, and what direction and support they need to do a better job.

If administrators in Nelson House are expected to do these things, certain conditions must exist. The administrators need clear job descriptions. They will need their own staff development programs. And they will require the on-going advice and support of the Education Authority.

We recommend that:

> the Nelson House Education Authority establish clear, results-oriented job descriptions for the Director of Education and the Principal and Vice-Principal of the school;
>
> the Authority establish a system for the regular evaluation of the work of the Director, the Principal, and the Vice-Principal; and
>
> the Authority provide at least two weeks in every school year for the professional development of the Director, the Principal and the Vice-Principal.

STAFF DEVELOPMENT AND PARENT EDUCATION

The improvement of education in Nelson House will require changes in the ways in which parents, students, teachers and administrators approach teaching and learning in school. These changes cannot be brought about only through rules and policies; they also require programs which will teach people how to act differently, or programs of parent education and staff development.

At the present time these programs are restricted to teachers who, for the most part, are left on their own to organize various activities for themselves. Teachers attend an orientation session at the beginning of the school year and a number of in-service education sessions in Thompson or Winnipeg later in the year.

We believe this practice should be changed in at least two ways. First, parents and members of the community ought to become involved in these programs. This is because education is the responsibility of parents as well as teachers and because it requires cooperation between parents and teachers. Second, the Education Authority should relate the programs to its priorities for the school. The purpose of staff development is to make the school more effective, not to give students a holiday or teachers a trip to Winnipeg.

The following are some topics for programs of staff

development and community education which make sense in the light of the recommendations in this report:

1. an effective school learning climate. What is an effective school learning climate? How can the learning climate of a school be improved?

2. expectations for learning. What should students be expected to achieve in school? How well should they be expected to perform?

3. parent support and involvement. What forms should parent involvement in the school take? How can parent participation be improved? How can parents help their children with education?

4. organization and job descriptions. What forms for organizing schools are most effective? What roles should teachers and administrators play? For what should people be held accountable?

5. effective teaching. What are the characteristics of effective teaching? What should be done to improve teaching in Roland Lauze School?

6. grouping of students. How can students be grouped for instruction? What ways of grouping increase achievement and simplify classroom management?

7. school discipline and classroom management. What are the characteristics of effective discipline and manage-

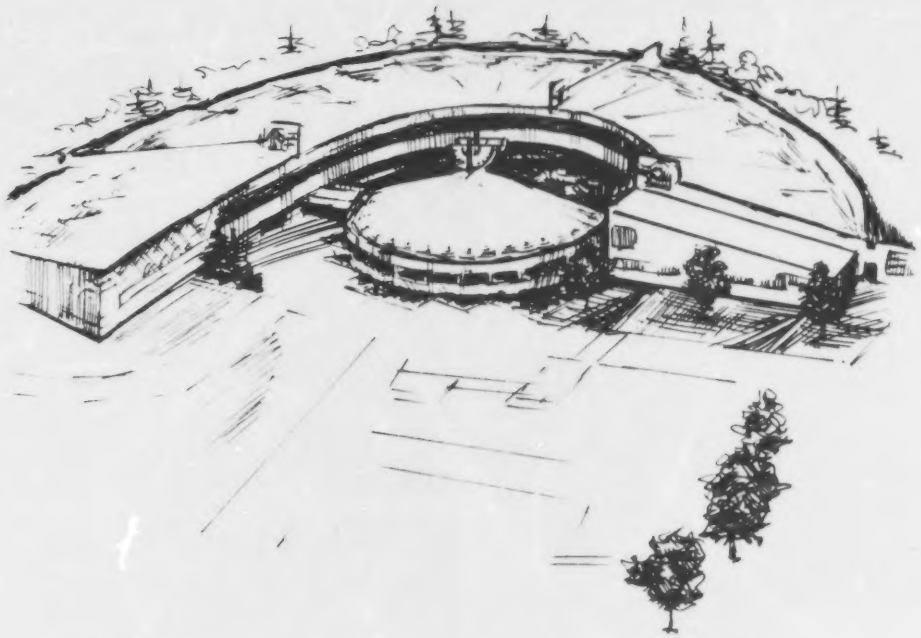
ment in schools and classrooms? How can discipline and classroom management be improved in Roland Lauze School?

8. promoting achievement. How can achievement be improved in Roland Lauze School?

9. student assessment. What are the forms of evaluation? How can student evaluation be used to improve teaching and learning? How should results be communicated to parents? How can parents be helped to use the results in their efforts to increase the learning of their children?

We recommend that:

> the Nelson House Education Authority create a staff development and community education program designed along the foregoing lines;
>
> the Authority conduct this program before school opens at the end of August. At least a one week program will be required, along with systematic follow-up activities during the school year;
>
> the Authority require all staff to attend these programs and encourage parents and students to attend as well.



TOWARD IMPLEMENTATION

In the preceding sections of this report we have tried to communicate three main sets of ideas:

1. the achievement of students in Roland Lauze School falls below reasonable expectations;

2. students parents and teachers in Nelson House believe that Roland Lauze School has the potential to be an effective school; and

3. to become more effective, Roland Lauze School must change in certain ways.

If improvement in the school is to result from this Review a careful implementation plan will have to be developed. The following table presents such a plan. The table: summarizes our recommendations; assigns responsibility for action to various persons or groups; suggests a timetable for action; and provides a list of contact people for follow-up work.

In many ways, the implementation plan is ambitious. It calls for much to be done in a short period of time.

Can this work be done? And as quickly as we suggest? It simply must! Serious problems call for immediate action. The future of Nelson House and its children are at stake.

Recommendation	Responsibility	Action Status	Schedule	Examples / Resource Persons
Develop and distribute list of mutual responsibilities concerning education	Education Authority in consultation with staff, students and Community	For immediate action	Initiate work in September, 1984. Report by November, 1984.	Contact: MIEA
Establish and communicate clearly stated goals for education	Education Authority in consultation with staff, students and Community	For immediate action	Initiate work in October, 1984. Report by February, 1984.	Contact: J. Ilavsky St. Vital School Division
Attendance and Discipline				
a. require parents to send children to school	Education Authority and Band Council	For immediate action	By August 1, 1984	Contact: A. Kostynyk Frontier School Division
b. in-service education on discipline	Principal and staff	For immediate action	Before school opening in Fall, 1984	
c. work with student council	Principal and staff	For immediate action	Begin in Sept. 1984	
Establish Cree-English and English language tracks for use in instruction	Education Authority in consultation with Community	For consideration, with possible phase-in beginning in 1985	Study in 1984-85. Decide by April, 1985. Implement a year at a time, beginning in September, 1985.	Visit: Rock Point, Arizona Contact: S. Reddi Frontier School Division
Early Childhood Education				
a. allocate additional resources	Education Authority	For immediate action	Effective Sept. 1984	Contact: E. Havard, Hillridge, Manitoba
b. establish book, toy, and game lending library	Principal and staff	For immediate action	By October 1984	Contact: E. Havard, Hillridge, Manitoba J. Sabot, Native Studies Branch
c. in-service education	Director and Principal	For immediate action	By October 1985	

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Recommendation	Responsibility	Action Status	Schedule	Examples / Resource Persons
Elementary Education: a. revise curriculum b. in-service education	Director and Principal Principal and staff	For consideration in 1985 For subsequent action	Study in 1984-85 Decide by April 1985 Implement in September, 1985	Contact: J. Murdoch, Ruperts House, Quebec
Preparatory School: a. revise curriculum b. in-service education	Director and Principal Principal and staff	For consideration in 1985 For subsequent action	Study in 1984-85 Decide by April 1985 Implement in September, 1985	Contact: J. Murdoch, Ruperts House, Quebec
Develop and implement work experience program	Principal and staff	For consideration in 1985	Implement in September 1985	Visit: R.B. Russell School, Winnipeg
Develop and implement Community Service Program	Principal and staff	For consideration for 1985	Implement in September, 1985	
Community Education and Skills Development Center: a. revise curriculum b. adult education c. form information board	Principal and staff Education Authority Education Authority and Band Council	For consideration for 1985 For immediate action For immediate action	Study in 1984-85 Implement in Sept 1985 Implement Jan 1985 Implement Jan 1985	Visit: Kirkness Learning Center, Winnipeg
Develop and Implement Plan for Field Trips	Principal and staff	For immediate action	Plan in Fall, 1984 Implement April 1985	Contact: H. Wilson, Easterville, Manitoba

Recommendation	Responsibility	Action Status	Schedule	Examples / Resource Persons
Mastery Learning and Instruction: a. adopt system b. inservice education	Principal and staff Principal and staff	For immediate action For immediate action	Begin implementation in September 1984	Contact: G. Bravi, University of Manitoba
Testing: a. develop goals for testing b. select tests for use	Principal and staff Principal and staff	For immediate action For immediate action	Begin implementation in September 1984	Contact: H. Schulz, Department of Education
Resource Program: a. develop and implement service model b. eliminate special class c. employ additional resource teacher d. develop annual plan and budget	Director and Principal Director Director Director, Principal and staff	For immediate action For immediate action For immediate action For immediate action	Begin implementation in September 1984 By August 1, 1984 By August 1, 1984 By October 1, 1984	Contact: MIEA
Special "Life-Style" classes: a. add two new classes b. develop learning materials	Director Staff	For consideration for 1985 For subsequent action	Study in 1984-85 Implement in September, 1985	
School System Organization: a. develop and distribute written policy manual b. update manual	Education Authority Education Authority	For immediate action As required	By September, 1984 Ongoing	Contact: MIEA J. Von Stein, University of Man.

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Recommendation	Responsibility	Action Status	Schedule	Examples / Resource Persons
Roles of Director and Principal: a. establish results oriented job descriptions b. establish evaluation system c. develop professional growth plan	Education Authority Education Authority Education Authority	For immediate action For immediate action For immediate action	By October, 1984 By December, 1984 By February, 1985	Contact: K. Woodley, University of Manitoba
Reporting to Parents: a. develop and implement new system b. develop and implement parent education program	Principal and staff Principal and staff	For immediate action For immediate action	By October, 1984 By October, 1984	Contact: J. Orchard, Margaret Barbor Coll. The Pas, Manitoba
Establish and implement a program of parent education and staff development	Director and Principal	For immediate action	By October, 1984	

APPENDIX A

The Curriculum of the Preparatory School and the Community Education and Skills Development Center

A curriculum is an instrument which can and should be shaped for particular purposes. It can be changed and it can be improved.

This appendix outlines a curriculum for Roland Lauze School. The provincial curriculum is used as a guide for the school, but there is emphasis on adapting and supplementing the existing curriculum.

The curriculum headings in this section follow largely, but not entirely, traditional titles. This format is used to facilitate understanding of traditional subject matter of high school curricula and to indicate the new directions to be taken under old headings. The directions of the courses are often unique and there is considerable diversity in the kinds of programs offered under a particular heading.

Native Studies Program

Objective: To provide for the study of Cree history and culture.

It is necessary to make use of the body of literature in the Indian language and to contribute to the growth of that literature. Expertise in the speaking, reading and writing of Cree is essential.

The history of Indian people is rich and of great interest to young people. Parents want their children to

learn and know about Cree culture, values, customs, language and history so that they will develop the skills that will maintain that heritage for themselves, for their children and the world.

More than in other curriculum areas, the Native Studies program should involve the joint teaching and learning of parents and their children.

Program: The Native Studies program must include study of Cree history, Cree language and development, and Cree culture and its modern application. In Cree language and development, skills in interpretation must be taught; this is of vital importance in maintaining communication. In Cree history the rich history could be provided by the Elders of the community and could be recorded by the students with their teachers. In Cree culture and its application, the community Elders could provide the course content and instruction in how to live according to one's way of life.

The printing facilities of the school should permit publication of materials developed by students and teachers and the community people.

Matters pertaining to economic, political and social development of Native people would be a central interest of the Social Studies program.

English Language Arts Program

Objective: To promote expertise in speaking, reading and writing English. To master the English is essential for people to be able to communicate with those outside of their language and to make use of resources in that language.

Program: The English program would emphasize two areas: the acquisition of skills; and the application of those skills. Much concentrated work in English fundamentals could be supplemented by enrichment activities designed to reinforce skills and generate interest in the application of those skills.

A series of English-supporting activities might be built into the program, activities of high interest in which knowledge of English is helpful or essential. Examples are: the production of books, a journal or a newspaper; tutoring of younger children in Engl. ; television, radio and drama productions; and exchange programs with other schools.

Social Studies Prcgram

Objective: To provide an understanding of the nature of man and his many cultures and of the social, economic and political forces that shape life for Indian and non-Indian

people alike.

Students should learn to use resources and also the skills to carry out their own inquiries as well as to critique social studies materials.

The Social Studies program could involve linking academic work with economic development issues.

Program: Social Studies courses would deal with local, national and international issues, including the following areas:

a) History: Cree Indians; Manitoba Indians and Indian Organizations; Canadian Indians; and indigenous people of the World.

b) Government: Political systems at all levels including Band Councils and their local government. Student government would encourage participation in this field.

c) Geography: It is necessary that this aspect of education be not overlooked due to its close ties with history, etc. The area surrounding the school provides an excellent laboratory for study of geography.

d) Economics: Studies of economic development potential and of the potential for local community development.

e) Man, Culture, Change: The essence of the Social Studies program is an understanding of the uniqueness of man, the ways he functions in groups, his role in effecting change and being affected by it.

Science Program

Objective: To develop understanding of certain areas of inquiry in matters that require a scientific approach, in matters pertaining to environmental systems, and in matters pertaining to biology, physics, and chemistry.

Experimentation and field study would have a top priority in this program.

Program: The study of science must be supported by excellent laboratories and project areas. The school's emphasis would be on experiential learning.

Courses would include the study of biology, physics and chemistry. Excellent opportunities are available for the study of geology, using the terrain of the area.

Mathematics

Objective: To provide students the information for learning: various systems of mathematics; mathematical skills; and the application of these skills to various problems.

Program: Algebra, geometry, trigonometry, general mathematics, business mathematics, and industrial mathematics would be included.

Considerable lab work and demonstration work would be possible with the science facilities, project areas, industrial program and business program. Business enterprise settings could provide a work experience program for the students.

Home Economics

Objective: To provide information and develop skills that students can apply at home or work. The courses wwould be both open to young men and young women.

Program: Indian traditional food preparation, non-Indian foods, the art of making clothes, nutrition, child care, health, would be included. Traditional and modern equipment would be used in the program. The members of the community would assist as consultants in this program. The course work could be supplemented by a live-in program and contacts with food services, a day care centre, the nursing station, and access to business enterprises.

Industrial Arts

Objective: To develop practical and vocational skills, introducing students to industrial equipment and practices and providing training consistent with standards in industry. The program would reflect modern shop practices and

provide experience that would qualify students for employment or for advanced training.

The Industrial Arts Program could serve many community needs and would be an important training facility for community people. Its contribution to community education could be unique, particularly in responding to the following needs:

a) training in basic skills needed in the community, such as the maintenance and repair of personal property and equipment and the development of skills prerequisite to employment;

b) training for construction work, to be applied to home construction and qualification for professional construction work; and

c) training for the building of furniture, providing assistance and training with the local economic development council in establishing local industry for local needs.

For further training so that the community adults benefit more from their training, the school could negotiate with the Department of Labor to establish an apprenticeship program which would be more relevant to the community members.

With priority given to the construction and equipping of the industrial plant, the educational situations would be unique and powerful: adults and youth would learn

skills to apply directly to various development projects. As the community became more developed, the community would have its own well-trained labor force to undertake any form of employment.

Program: Woodworking, metal work, drafting, electronics, auto mechanics, machine shop, painting, masonry and construction work, could be included.

Both women and men would be able to take the industrial courses.

Business Education

Objective: To provide instruction in business skills and for their application in internship and apprenticeship programs; to qualify students for employment; to introduce students to business systems and management practices.

Business education is usually most popular with students and therefore is both important in its own right and supportive to work in other areas such as language, mathematics, community development and so on.

Typing could be taught to all students. Modern business machines would be used in instruction. Business practices, management, bookkeeping, secretarial skills and business math could be offered.

Business internships would be possible in: school administration; economic development projects; community

development projects; and business enterprises.

Work Experience Program

Objective: To provide first-hand experience for students in planning, building or managing enterprises designed to provide needed services to the community, and to provide internships in business and professional organizations outside of the community.

The Work Experience Program could provide a valuable reference point for the application of academic and practical skills and would contribute to the community's development. Existing enterprises and outside businesses could be training centres in collaboration with the school.

The Program could provide awareness and motivation to both students and community members to seek means of developing the resources and meeting the needs of their community.

Program: Community people, students and faculty would determine the type of work experience programs to be initiated in conjunction with the community. The projects would have to originate from the people of the community and the actual work be done at the community level. The students and community people could work together in assessing the needs in the community from all points of

view, whether human, material, or financial. While the program's main focus would be on Nelson House, it could also provide field experiences outside the community for advanced students and community people.

Art

Objective: To support the development of artistic skills and interests of students and adults. It could also encourage the development of Indian arts and crafts programs in Nelson House.

Program: Traditional and modern arts and crafts skills would be taught. There could be an interchange of roles as adults, students, and teachers would all be able to work as both instructors and students. Activities in the program would have implications for vocational and personal development. There could be ties with the industrial arts program, as the facilities and equipment of the two areas complement each other. For each area of craft and art work, a specific curriculum could be developed. These curricula would preserve the traditional skills and styles in the promotion of Indian art.

The arts offered could include painting, tanning, beadwork, wood and soapstone carving, and leatherwork.

Music

Objective: To provide opportunities for expression and learning through drama, music and dance.

Program: The Music Program would be a resource for all curriculum activities as well as an exra-curricular activity. Special activities or events, particularly about the Indian Life, could be presented through this program. The students would be able to put on plays and other productions that would express their views and understanding and their way of life to the public.

Physical Education

Objective: To provide activities for physical development and enjoyment and instruction in recreational skills.

Program: The program combines the formal and the informal, recreational and competitive, individual and group, recognizing that students and adults have a great variety of interests in physical activities. The individual who wants to practice by himself or with one or two others would have that opportunity; those who seek group competition would also have that opportunity.

Both Indian and non-Indian sports and games would be part of the program.

Counselling Service Program

Objective: To support the learning process and to provide assistance to students and their families with issues of adolescence, social development, emotional development, decision making and career planning; to identify academic and personal needs--in individuals and in the program--and design action to meet those needs.

Program: The counselling staff would, in addition to their direct work with students, coordinate individuals and resources in the community and school to support students.

Counselling staff would be Cree speaking and be comprised of both men and women. The focus of all counselling work would be on a person's development and education. The counselling staff would work with elementary students from grades 7 and, more intensively, grade 8, so that a good relationship would have been established prior to high school entrance.

Adult Education Program

Objective: To make the school's program a total community education program, by making the full facilities, resources and personnel of the school available for the education of the adults from the community.

Facilities and classes for young students would be open to adults, and specially scheduled classes for adults

would also be available. After school schedules and summer schedules would focus on adult needs.

Program: The adult education program is not separable from the program as a whole because of the total community education committment of the school. Academic and practical courses, dealing with Indian and non-Indian topics, could be available. The adult education programs would be determined by the community. The adult programs would be realistic and training on the job programs could open up opportunities for permanent jobs upon completion of training. Arts and crafts could be taught for personal enjoyment or as a business enterprise.

APPENDIX B

TEACHING NATIVE STUDIES IN THE ELEMENTARY SCHOOL

In interviews with parents and teachers, comments were made on the need to "teach" Cree culture. The word "culture" seemed to be used in different senses and indicated a certain confusion as to meaning.

There are many definitions of culture but a satisfactory one for teachers would define it as simply "The sum total of the way in which people live." This "sum total" is not inherited as we inherit skin color, shape of nose, color of eyes or type of hair. People acquire or learn a culture and it is important that this fundamental fact be kept paramount. If a black-skinned child from Alabama was placed in a remote Cree village as a baby, that child would grow up to be culturally Cree. It would speak, think, act and have a set of values and work habits like the other Cree on the reserve. Biologically it might be Black but culturally it would be Cree. The fact that culture is learned helps us to appreciate what causes much individual and social unrest between generations of immigrant people in Canada and to understand the rejection and alienation of Native children who are raised and educated away from their home communities.

Cultural heritage refers to those cultural items, customs, values and beliefs that persist in a person's life from that of his forefathers of one, two or more generations ago. Often such cultural items have symbolic

significance to modern individuals but play a lessening role in their daily life routines. A typical example is the Canadian of Scottish origin who several times a year gathers with other Scots at a "Burns' Night" or a "St. Andrew's" banquet. It is a worthwhile and rewarding experience and on an emotional level is significant. However, that aspect of the cultural heritage which he values so highly is of little significance on Monday morning as he reports to work.

Culture, as the sum of the way people live, has many components. Those that can be seen, heard, touched, and felt are referred to as extrinsic items. Those that cannot be seen, such as values, are referred to as intrinsic.

Extrinsic items would include religious rituals, language, clothes, houses, food, music, literature, dance, games, customs and rituals of courtship, marriage, birth, naming of children, stages to adulthood, family groupings and burial customs, to name just a few.

When two different cultures meet, an acculturation process begins. Each group borrows from the other those extrinsic items which make life more comfortable and seem more suited to the physical, economic and social context. Usually however, the dominant and established culture borrows the least number of items while the minority culture borrows massively and rapidly from extrinsic elements.

Minority cultures borrow less, (and at a slower rate), of the intrinsic elements of the dominant culture.

It is quite difficult, if not impossible, to teach culture. Rather, culture is acquired or absorbed as we grow up in its midst. Some teachers and parents seemed to think of culture as the past rather than the present. Perhaps the parents were referring to things people did in the past and are still doing today or, alternately, they may have meant things done by most adults which are valued and which should be passed on to the children by the school.

One Cree area has developed such a program. The outline of one used by the Cree School Commission of James Bay follows:

ELEMENTARY SOCIAL STUDIES

CREE SCHOOL COMMISSION

JAMES BAY

GRADE ONE:

TERM ONE:

2 sewing projects
2 outdoor excursions
Berry picking, goose hunting
Big Game animals
Clothing types and uses
Fall Goose Hunt
Fur Bearers
Fishing
Hunting equipment and preparation
Preparation for fishing
Preparation for trapline
Straight stitching
Types of homes

Term Two:

2 sewing projects
Berries (10 kinds)
Celebration of Christmas and New Year
Choosing and making a winter camp
Joining squares for quilts
Preparation of skins and furs
Sewing bags, pot holders, aprons
Sewing pillowcases, sheets, etc.
Syllabics (pe...e...te...me..)
Trapping before and after freezeup

Term Three:

2 sewing projects
Animals, birds etc. we depend on
Campsite (wood, boughs, shelters)
Duffle Mitts
Herringbone Stitch
Hunting small game (and cooking)
Ice Fishing
Moose hunting and caribou

Names of parts of animals
Setting a spring camp
Sewing on buttons
Simple wall hangings
Trapping stories

Term Four:

Bird hunting (simple toys)
Braiding
Field day and feast
Finish all projects
Finish projects
First goose
Fishing (spawning, hooks, nets)
Fishing (survival)
Goose hunting (shelters)
History of canoe and brigades
Knitting (squares and scarf)
Legends
Muskrat trapping
Preservation of food
Special feasts
Transportation (sled)

GRADE TWO:

Term One:

2 sewing projects
2 outdoor excursions
Berry picking, goose hunting
Big Game Animals
Clothing types and uses
Fall goose hunt
Fishing
Fur Bearers
Hunting Equipment and preparation
Preparation for trapline
Spell student names
Preparation for fishing
Straight stitching (various materials)
Syllabics (e, pe, te, ke, etc.)
Threading needles and making knots
Types of homes

Term Two:

2 sewing projects
Berries (10 kinds)
Choosing and making a winter camp
Joining squares for quilts
Sewing bags, pot holders, aprons
Sewing pillowcases, sheets, etc.
Syllabics (pe,..e,..te,..me..)

Term Three:

2 sewing projects
Animals, birds etc. we depend on
Campsite (wood, boughs, shelters)
Duffle Mitts
Herringbone stitch
Hunting small game (and cooking)
Ice fishing
Moose hunting and caribou
Names of parts of animals
Setting a spring camp
Sewing on buttons
Simple wall hanging
Trapping stories

Term Four:

Bird hunting (simple toys)
Braiding
Field day and feast
Finish all projects
Finish projects
First goose
Fishing (spawning, hooks, nets)
Fishing (survival)
Names of parts of animals
Setting a spring camp
Sewing on buttons
Simple wall hangings
Trapping stories

GRADE THREE:

Term One:

2 sewing projects
2 outdoor excursions
Berry picking, goose hunting
Big Game Animals
Clothing types and uses
Fall goose hunt
Fishing
Fur Bearers
Hunting equipment and preparation
Preparation for fishing
Preparation for trapline
Straight stitching (various materials)
Syllabics (two letter words)
Types of homes

Term Two:

2 sewing projects
Berries (10 kinds)
Choosing and making a winter camp
Joining squares for quilts
Sewing bags, pot holders, aprons
Sewing pillowcases, sheets, etc.
Syllabics (pe,..e,..te,..me..)

Term Three:

2 sewing projects
Animals, birds etc. we depend on
Campsite (wood boughs, shelters)
Duffle Mitts
Herringbone stitch
Hunting small game (and cooking)
Ice fishing
Moose hunting and caribou
Names of parts of animals
Setting a spring camp
Sewing on buttons
Simple wall hanging
Trapping stories

Term Four:

Bird hunting (simple toys)
Braiding

Field day and feast
Finish all projects
Finish projects
First goose
Fishing (spawning, hooks, nets)
Fishing (survival)
Goose hunting (shelters)
History of canoe and brigades
Knitting (squares and scarfs)
Legends
Muskrat trapping
Preservation of food
Special feasts (walking, wed., etc.)
Transportation (sled) survival

PROBLEMS WITH THE CREE SOCIAL STUDIES

Many cultural items and activities only make sense within a natural context eg. the making of bush shelters, setting up a fish camp, skinning, dressing, stretching of a muskrat and then preparing and cooking the carcass. All of these seem inappropriate for a classroom. What is natural in the bush becomes unnatural in the classroom.

Most teachers do not have the knowledge or skills to teach such a course.

A Social Studies program which is more integrated into a traditional format of history and geography is now given. It too has its problems but could be handled with the help of a knowledgeable teacher aide. It perhaps serves as a better model until Roland Lauze School is staffed fully with Cree teachers or develops a small group of Cree teachers who teach the Social Studies program only.

CREE WAY PROJECT

SOCIAL STUDIES

Kindergarten:

Meanings of Holidays and Special Events:

Christmas
Easter
Mother's Day
Father's Day
Hallowe'en
Memorial Day
Valentine's Day
Birthdays and Weddings
Going and Returning from trapping
Beaver and Goose Feasts

Walking Ceremony First Goose

Role of Home and Cree Family

Characteristics of Cree Home and Family

Locations of Home and School

Diagram of Home and School

Relationship between Home and School (i.e. related activities, e.g. Parents Day)

Relationship between Individual and Group (i.e. the group values of the community)

Children of Western Cultures

How things change

Why things change

People in the Community (i.e. helpers)

Where things come from

Grade One:

Community workers

Holidays and special events

Making and reading a simple neighborhood map

School and community buildings and physical features

Homes in other seasons:

Trapping	Settlement
Spring Camp	Fish Camp

Animals that help us:

Beaver	Fish
Rabbit	Moose
Caribou	Bear
Geese	Ducks

Grade Two:

Community services and helpers (food, transportation, etc.)

Holidays and special events

Our food:

- Hunting
- Fishing
- Hudson Bay Company

Our shelter:

- In our community
- In other Indian communities
- In other climates

Interdependence of people

Grade Three:

Family roles (mother, father, children, extended family, etc.)

Family roles:

- While trapping
- While hunting and fishing
- While in the settlement

History and development of local community

Hudson Bay Company

Yesterday and today on James Bay:

- Shelter
- Transportation
- Communications
- Sources of our food
- Sources of our Clothing
- Holidays and special events

Families around the world

Flat maps (topographical) and globes

Conclusion:

To develop a local curriculum is difficult and time consuming if it is to be sequential and developmental. Each item in a guide must be backed up with sufficient resource materials to enable the teacher to (1) master the content area, (2) develop appropriate exercises and worthwhile learning activities. Developing a relevant local curriculum in any subject should form part of a long range education plan and should not be attempted in a week or so.

APPENDIX C

How Mastery Learning and Instruction Work

HOW DOES MASTERY LEARNING AND INSTRUCTION WORK?

The mastery learning and instruction approach requires that certain conditions exist and certain actions be taken before teaching begins, during teaching, and after teaching is completed. Page presents these conditions and actions in the order in which they should occur.

STAGE 1: DEVELOPING APPROPRIATE ATTITUDES

THE BEGINNING: APPROPRIATE ATTITUDES. No system of instruction will succeed if teachers feel the students they are responsible for can't learn or if the teachers feel they can't teach what is expected because of existing conditions. The teachers at Roland Lauze School want the students to succeed, but they feel that existing conditions such as low attendance, a lack of supplies, and totally inadequate school facilities make it impossible for them to produce student learning. There is also a feeling that community attitudes and conditions make it very difficult for students to learn. These beliefs and the school's failure to cope with conditions have produced low teacher morale. Teachers are frustrated and under stress. Unless beliefs and conditions are changed student achievement will not occur.

Parents and students must also believe in the value of education and the ability of the school to teach students

useful skills.

The first step in the mastery process must be a belief that most of the students can learn well and that the teachers can teach so that most will learn well.

STAGE 2: DECIDING WHAT IS TO BE TAUGHT

ESTABLISHING GENERAL EDUCATIONAL GOALS. Before quality instruction can be developed educators need to know the general learning goals the community desires them to produce. To repeat what was stated in an earlier section of this paper, the community must decide what the educational goals of Roland Lauze School will be. Without a clear statement of such goals the teachers will be unable to accurately plan for student learning.

DEVELOPING SPECIFIC LEARNING OBJECTIVES. If teachers are to produce quality student learning they must know exactly what skills they intend to teach and when they intend to teach them. They and the administrators of the school will have to break the general educational goals into smaller skill units that describe precisely what the students must learn. They will also need to sequence these skill units in the right order and decide at what grade level the units will be taught.

From these units they must write specific performance

objectives that tell exactly what the students must be able to do after instruction. A performance objective states something specific a student will be able to do after he has been taught.

For example:

> After reading a paragraph the student will be able to tell what the main idea of the paragraph is,

is such an objective.

The student will be able to read,

is not a specific objective. It is a general goal of instruction.

Reading is made up of many skills a student must learn. Teachers can't teach reading if they don't spell out these skills exactly.

DECIDING WHAT MASTERY PERFORMANCE IS. Before beginning instruction teachers and administrators will also need to decide exactly in what to achieve mastery. They must decide how many questions a student must get right or how many times a student must be able to do something. Getting the right answer only once or only once in a while doesn't show mastery of a skill.

Setting this standard for mastery is very important. It helps teachers to be sure that they have taught students the skills necessary to do the next thing(s) they will

teach. If students have not mastered the skills to do the next learning required they will likely fail.

DEVELOPING TESTS AND TASKS TO MEASURE STUDENT PERFORMANCE. It may sound strange to develop tests before one begins teaching. In mastery learning and instruction this is done to make sure that teachers teach what they are going to test the students on. This is the only fair way to test. Too often students are tested with work they haven't been taught to do. Often they must guess about what is going to be on the test.

Two kinds of tests or tasks are developed during Stage 1 of mastery learning and instruction. The pre-test - this is a test that is given before the teacher begins teaching a skill. It is used to determine if the students already know what is going to be taught or to see if they have the skills to enable them to learn what is going to be taught . This test should be very much like the final test or task. Using this kind of test teachers can decide exactly what each student needs to be taught. It also helps the students see exactly what they need to spend most of their time learning. It makes teaching and learning more precise.

The final test - this is a test that sums up student learning for the skill unit. It is used to determine if the students have mastered the skills taught in the unit.

It should be an objectives-based test. An objectives-based test is one that shows whether students know what we expected them to learn. It does not compare one student's performance to the performance of other students. It is not intended to show that Robert is a better student than John. Comparing students should be avoided. What we really want to know from this test is if Robert and John have met the standard of mastery we set for each skill.

In mastery learning and instruction, the information we get from tests is used to make sure all students learn the basic skills well. Information is not used to show that some students can't learn. This approach to instruction uses test information to tell us how we can teach better. It asks - How do we change instruction so that everyone learns well?

STAGE 3: DECIDING HOW TO TEACH

Now that the what to teach has been decided, teachers must decide how to teach. Planning for teaching and learning in advance is important. Just knowing what we want students to know does not mean they will learn it. Good teachers plan what they will do in order to make certain the students learn. In the mastery learning and instruction process there are some different planning procedures than those that teachers typically use.

In the mastery learning and instruction approach, plans are developed for group instruction. As you will see, however, these plans include in them procedures for helping individuals who are having difficulty learning. This approach to instruction attempts to take into account:

a) that because of existing conditions teachers can't have a totally individualized program; and also,

b) that no matter how good our group plan is, it will not meet the needs of all students in the group.

PLANNING SMALL TEACHING UNITS. When teachers try to teach someone to read, they can't teach all the reading skills at one time. They need some way to group skills together and to decide which skills to teach first. Students can't learn everything at once or many different things at one time. Planning small teaching units and grouping similar skills together help students to learn better.

Skill units planned and taught in this way produce better student mastery of skills. It has been found that when students learn all the skills in these small units they perform better on the general educational goals.

Research has shown that for grades K to 3 these units should take only a few days for students to accomplish. For grades 4 to 6 they should take about a week and for the secondary grades they shoud take no longer than two weeks.

What students are expected to learn in these small units must match what the students will be tested on in the final test.

DEVELOPING PROGRESS TESTS AND TASKS. This is one of the most important tasks in mastery learning and instruction. Progress tests are short tests that are given at important times during the small teaching units. They are used to see if students are learning important unit skills. These tests provide teachers with information about how well they are teaching each student. They tell teachers, before it is too late, that they need to change how they are teaching and for which students to provide corrective instruction.

If teachers wait until the final test to decide if students are or aren't learning, it is then too late for them to provide students with the help they need. This causes more and more students to fall behind. Many are sent to special teachers to get help. Many students never catch up.

Progress tests are not used to give students grades. They are used to provide information about how effective teacher instruction has been and to let teachers know for which students they should provide corrective help.

DEVELOPING CORRECTIVE TEACHING PROCEDURES. As we said earlier, no matter how good a group teaching plan is it

will not meet the needs of all students. In the mastery learning and instruction approach teachers plan for this. They plan other ways to teach students having trouble learning with the group plan. These other ways to teach, teach the same skills but in a different way.

The first rule in developing correctives is: They must teach the same skills as the group unit, but they must do so in ways that differ from the group plan.

If students were trying hard during the teacher's group instruction and they didn't learn, it was probably because this was not the right way to teach them. Going over the material in the same way as before will not get them to learn any better. Those who have used mastery learning and instruction have found that the material must be presented in other ways to students who are having difficulties.

Corrective teaching procedures may be used with individual learners or a group of learners. Teachers decide this based on how many students need similar help. The teacher should, however, understand that there is something wrong with their group instructional plan if a large number of students need corrective teaching. There teaching plan may have the wrong objectives for the students or they may have selected the wrong way to teach the group of students.

Some of the different types of correctives are:

a) alternative textbooks

b) re-teaching

c) audio-visual aids or material

d) small-group study sessions; or

e) individual tutoring

Developing and using corrective instructional procedures is thought to be the most important procedure in mastery learning and instruction. It is important that student work be examined frequently and at critical times. This must be done in order to provide students corrective help as soon as possible.

STAGE 4: TEACHING WITH MASTERY PROCEDURES

Research with mastery instruction tells us that five steps are necessary for good teaching.

1. Teachers must teach students what mastery learning is and how it is used.
2. Teachers must teach each skill unit for mastery.
3. Teachers must grade for mastery the overall learning of each student.
4. Teachers must explain the meaning of this grade to each student.
5. Teachers and administrators must check the overall effectiveness of their teaching program.

TEACHING STUDENTS ABOUT MASTERY LEARNING AND INSTRUCTION.

Learning for mastery will be a new experience for the students. Teachers, in the beginning, must use class time to teach them what it is and what will be expected from them.

First, the teacher should let the students know exactly what will be expected of them. They should tell and show the students exactly what they will be tested on and how they will be tested. It helps if teachers keep well done, past student work, to show the students.

They should also explain the use of the pre-tests. Students need to understand that these tests are used to see what they need to be taught. Pre-tests are not used to give grades. The students are not expected to do well on them because they have not been taught what is on the pre-test. Teachers need to explain this because many students get upset when they don't do well.

Next, the teacher should tell the students how they are going to teach them. The students need to know:

1. how long they will have to learn what the teacher expects them to know;
2. that they will be given progress tests to help the teacher know how well they are learning;
3. that these progress tests will not be used for grading;
4. that if they are not doing well the teacher will give them corrective help; and
5. that when they can do exactly what is expected of them they can choose other things to do or learn.

It is important that the students know what and how they will be taught. This helps them to study exactly what they are expected to learn. It takes the guessing out of studying!

TEACHING THE UNIT. It is important that the teachers teach the unit as they planned it and that they do what they told the students they would do. The teachers should not, however, be afraid to make changes in the plan when necessary. Students profit from reminders of what they have learned and what they are going to learn. They also learn better if teachers keep them actively involved in tasks and discussions.

GIVING PROGRESS TESTS. These were discussed earlier. The teachers now examine test results to identify satisfactory and unsatisfacory progress in learning. At this time they need to decide which students will need corrective help.

PROVIDING CORRECTIVE HELP. Select the alternative teaching procedure that is most appropriate for the student or group of students. After providing the student with corrective help, give the student another progress test.

STAGE 5: TESTING FOR MASTERY, RECORDING MASTERY, AND REPORTING MASTERY

GIVING THE FINAL TEST. This test should be given when

each student appears ready to exhibit what they have learned. If a student passes this test before the other students the teacher needs to have other learning activities for the student to work on. The student should be allowed to select from activities the teacher has prepared. One activity many students select is to help other students learn the work.

On mastery tests for basic skills, students should be expected to get at least eighty to one hundred per cent. Most teachers have found that when students get eighty per cent they have the skills needed to progress to the next learning experience.

Scores required on mastery tests that do not test basic skills are left up to the teachers.

RECORDING STUDENT MASTERY. Procedures for keeping track of exactly what skills have mastered will have to be developed. When each student masters a skill the teacher should record this. This record should be available to other teachers teaching the student. It should be passed on with the student as he or she progresses through the grades or moves to another school. The record will help future teachers to provide a more adequate program for each student. In many situations it helps to have students keep track of their mastery. This seems to serve as moti-

vation. Keeping track of one's successes always helps.

REPORTING STUDENT MASTERY. Mastery of a skill should be reported to the parents of the students. It helps to keep parents involved in the learning process and serves as a reward for the students. Too often, the school only reports problems to parents. This might be why parents don't become involved in school activities.

This is mastery learning and instruction. It isn't some new and fearful approach to teaching and learning. It is, however, a significant change from what is now happening. Because of this we recommend that an in-service training program be developed to help the teachers implement this approach. This training will require a long-term program.

Developing this new system for learning and instruction may sound like a long and difficult task. Changing to a new system of instruction, however, is the key to improving student learning at Roland Lauze School.